DOCUMENT RESUME

ED 329 281 IR 053 476

TITLE IFLA General Conference, 1990. Official Opening and Plenary Session; Open Forum on IFLA's Core Programmes; Contributed Papers Session. Booklet 0.

INSTITUTION International Federation of Library Associations, The Hague (Netherlands).

PUB DATE Aug 90

NOTE 110p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 13-17, 1990). Booklet 0 papers are followed by additional Core and Plenary Session addresses and papers. For an English translation of the paper by Richer, see IR 053 485.

PUB TYPE Speeches/Conference Papers (150)

LANGUAGE English; German; French

EDRS PRICE MF01/PC05 Plus Postage.

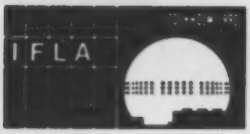
DESCRIPTORS *Cataloging; Databases; Developing Nations; Foreign Countries; *Illiteracy; *Information Transfer; International Organizations; Librarian Attitudes; Library Role; Library Services; National Libraries; *Preservation; Public Libraries

IDENTIFIERS *International Federation of Library Associations; MARC; *Universal Availability of Publications

ABSTRACT

The 15 papers in this collection include opening remarks, reports on core programs of the International Federation of Library Associations (IFLA), and papers from a contributed papers session. Contents are: (1) "Opening Speech of the IFLA General Conference: Stockholm 1990" (Hans-Peter Geh), in German, with an English translation; (2) "The IFLA Core Programme for the Universal Availability of Publications (UAP)" (David Bradbury and Graham P. Cornish); (3) "Core Programme on Preservation and Conservation (PAC), Report to the Open Forum for the IFLA Core Programmes Sunday, 20 August 1990" (Merrily A. Smith); (4) "IFLA UDT (Universal Dataflow and Telecommunications) Core Programme, Open Forum 1990" (Leigh Swain); (5) "How Does a National Library with a Triple Function Operate?" (Martina Sircelj); (6) "The Threat of Illiteracy in Developing Countries: Challenges and Reality" (N. G. Naidu); (7) "Libraries as Partners in the Fight To Eradicate Illiteracy in Sub-Saharan Africa" (Kosi A. Kedem); (8) "Un outil de transfer des connaissances entre le Nord et le Sud: la Banque internationale d'information sur les Etats francophones (BIEF)" (BIEF--The International Bank of Information on French-Speaking Countries--A North-South Knowledge Transfer Tool) (Suzanne Richer); (9) "Das Kalmarmodell: die Bibliothek als informatives und padagogisches Werkzeug im Schulunterricht" (The Kalmar Model: The Library as Information and Teaching Tool in School Instruction) (Brigitte Kuhnel); (10) "Telecottages--Inside or Outside Libraries?" (Tuula Haavisto); (11) "Libraries and Social Structure" (Bengt Goransson); (12) "Universal Bibliographic Control and International MARC Programme" (Marie-France Plassard); (13) "Opening Address to the 56th IFLA General Conference" (Wolfgang Lohner); (14) "How To Nominate Members for Standing Committees, 1991" (Hope Clement); and (15) opening remarks (in German) by Lars-Erik Sanner. (MAB)

ED329281



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

56th IFLA GENERAL CONFERENCE STOCKHOLM, SWEDEN 18–24 AUGUST 1990

BOOKLET 0

OFFICIAL OPENING AND PLENARY SESSION

Session 100–101 Monday 20 August 15:00–17:00

Eröffnungsansprache zur IFLA Generalkonferenz: Stockholm 1990 (73-OPENING-1-G)

Hans-Peter Geh, Präsident von IFLA

Opening Speech of the IFLA General Conference: Stockholm 1990 (73-OPENING-1-E)

OPEN FORUM ON IFLA's CORE PROGRAMMES

Session 59 Sunday 19 August 09:30–10:30

The IFLA Core Programme for the Universal Availability of Publications (UAP) (75-CORE-2-E)

David Bradbury, UAP Programme Director, Boston Spa, UK and Graham Cornish, UAP Programme Officer, Boston Spa, UK

The IFLA Core Programme for Preservation and Conservation (PAC) (87-CORE-3-E)

Merrily A. Smith, PAC Programme Director, Washington DC, USA

The IFLA Core Programme for Universal Dataflow and Telecommunications (UDT) (74-CORE-1-E)

Leigh Swain, UDT Programme Director, Ottawa, Canada

IR053476

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A.L.Van Wesemael
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONTRIBUTED PAPERS SESSION

Session 76 Sunday 19 August 14:00–17:00

How does a National Library with a triple Function operate? (5-CONTR-4-E)	Martina Sircelj, National and University Library, Ljubljana, Yugoslavia
The Threat of Illiteracy in Developing Countries: Challenges and Reality (4-CONTR-3-E)	N.G. Naidu, Department of Library and Information Science, Sri Venkanteswara University, Tirupati, India
Libraries as Partners in the Fight to eradicate Illiterarcy in Sub-Saharan Africa (3-CONTR-2-E)	Kosi A. Kedem, Balme Library University of Ghana, Legon, Accra, Ghana
Un outil de transfert des connaissances entre le Nord et le Sud: la Banque internationale d'information sur les Etats francophones (BIEF) (9-CONTR-5-F)	Suzanne Richer, BIEF, Ottawa, Canada
Das Kalmarmodell: die Bibliothek als informatives und pädagogisches Werkzeug im Schulunterricht (2-CONTR-1-G)	Brigitte Kühne, Skolbiblioteksentralen, Stadsbiblioteket, Kalmar, Sweden
Telecottages – inside or outside Libraries? (19-CONTR-6-E)	Tuula Haavisto, Finnish Library Association, Helsinki, Finland

Eröffnungsansprache zur IFLA Generalkonferenz: Stockholm 1990

Hans-Peter Geh,
Präsident von IFLA

Ich begrüsse Sie alle sehr herzlich zur 56. IFLA Generalkonferenz in der Metropole Schwedens, in Stockholm, der Stadt, die, wie Selma Lagerlöf es einmal formulierte, „auf dem Wasser schwimmt".

Wir freuen uns sehr, dass Ihre Majestäten Carl XVI. Gustaf und Königin Silvia von Schweden uns die hohe Ehre ihrer Anwesenheit bei der Eröffnung der diesjährigen Konferenz geben. Und wir danken Seiner Majestät Carl XVI. Gustaf sehr herzlich für die eindrucksvolle Eröffnungsansprache, die er an uns gerichtet hat. Die Anwesenheit Ihrer Majestäten unterstreicht meiner Meinung nach sehr augenfällig, welche Bedeutung man dem Bibliothekswesen in Schweden beimisst.

Wir alle sind sehr gern der freundlichen Einladung nach Schweden gefolgt, einem weltoffenen Land mit so vielen Vorzügen: herrliche Landschaften, schmucke Dörfer und Städte und ein allseits spürbarer freier Geist gepaart mit grossen sozialen und kulturellen Errungenschaften, wobei die Freiheit der Nährboden war, auf dem Kultur reichlich gedeihen konnte. Und darüber hinaus übt man sich hier allenthalben in Pragmatismus, in der Suche nach dem Gleichgewicht, dem Mittelweg, dem Kompromiss.

Diese Werte sind heute morgen auch beim kulturellen Frühstück mit den so beeindruckenden Strindberg-Rezitationen angeklungen. Ich glaube, wir alle haben gespürt, dass Schwedens herausragender literarischer Genius und sozialer Kritiker, der eine zeitlang als Bibliothekar an der Königlichen Bibliothek in Stockholm tätig war, auch die Menschen des zu Ende gehenden 20. Jahrhunderts in seinen Bann zu schlagen vermag.

Vor allem aber, liebe schwedische Kolleginnen und Kollegen, sind wir auch mit grossen Erwartungen hinsichtlich Ihres Bibliothekswesens, das auf vielen Gebieten als wegweisend anzusehen ist, hierhergekommen. So werden wir einerseits grossartige wissenschaftliche Bibliotheken mit hervorragenden historischen Beständen – ich darf nur an den weltberühmten Codex argenteus erinnern – in Augenschein nehmen können und andererseits das vorbildliche Netz der öffentlichen Bibliotheken mit seinem so vielfältigem Angebot.

Aber das Bibliothekswesen in Schweden ist nicht nur auf die Bevölkerung des eigenen Landes gerichtet, sondern hat auch seit vielen Jahren den Ländern der Dritten Welt nachhaltige Unterstützung zuteil werden lassen. In diesem Zusammenhang begrüssen wir es heute sehr dankbar, dass durch die finanzielle Hilfe zahlreicher vor allem bibliothekarischer Institutionen und auch Einzelpersonen eine recht grosse Zahl von Kolleginnen und Kollegen aus Afrika, Asien and Lateinamerika an unserer Konferenz teilnehmen können. Und darüber hinaus wurde auch vielen Bibliothekarinnen und Bibliothekaren aus Mittel- und Osteuropa, Ländern die auch im bibliothekarischen Bereich vor einem neuen Aufbruch stehen, die Teilnahme an unserer Konferenz ermöglicht.

In diesem Geiste sozialer, kultureller und bildungspolitischer Aufgaben, steht auch das von unseren Gastgebern vorgeschlagene Generalthema: Libraries – information for knowledge. Sehr treffend hat in dieser Hinsicht T.S. Eliot die Situation dargestellt, als er einmal schrieb: „Where is the wisdom that has been lost in knowledge and where is the knowledge that has been lost in information?".

Unser Thema ist aber auch eingebettet in Unesco's Welt-Dekade der kulturellen Entwicklung und dem Jahr des Lesens und Schreibens.

Lesen ist, wie wir alle wissen, der Schlüssel zur Kultur und so glaube ich, dass der Ausspruch eines neunjährigen Jungen recht treffend ist, der auf die Frage: Was ist Kultur? geantwortet haben soll: „Kultur ist, wenn man freiwillig liest." In diesem Zusammenhang sei aber auch der griffige Wahlspruch der schwedischen Bibliotheken erwähnt, der da lautet: Lev livet läsande (lebe lesend).

Nun Kultur wird heutzutage immer mehr zu einem zentralem Aufgabenfeld der Politik. Denn ohne kulturellen Dialog ist kein Ausgleich der Konflikte möglich. Dies gilt im eigenen Lande ebenso wie zwischen den Staaten und deshalb muss auch im Bereich der Aussenpolitik die Kulturpolitik eine wichtige Rolle spielen.

Essentieller Bestandteil einer guten Kulturpolitik ist freilich, jedem Bürger Chancengleichheit vor allem auf dem Bildungssektor zu gewähren. Dies kann jedoch nur in einer Gesellschaft voll zum Tragen kommen, in der das Analphabetentum nur noch eine sehr untergeordnete Rolle spielt. Denn nur wer lesen und schreiben kann, hat auch Zugang zu schriftlich niedergelegten oder elektronisch gespeicherten Informationen. Daher müssen wir Bibliothekare, wie ich dies bei vielen Gelegenheiten immer wieder betont habe, im Kampf gegen den Analphabetismus unser Scherflein beitragen.

Zur Chancengleichheit auf dem Bildungssektor gehört der ungehinderte Zugang zur Information für alle Bürger. Denn Information und das daraus resultierende Wissen sind heute mehr denn je zuvor zu einem fundamentalen Erfordernis unseres gesamten Lebens geworden. Nur wer informiert ist, wird in der heutigen Informationsgesellschaft einen guten und aktiven Part spielen können, und zudem hatte schon Roger Bacon erkannt, dass Wissen gleichzeitig auch Macht bedeutet.

Ein wesentlicher Wegbereiter dazu sind die Bibliotheken in aller Welt. Sie müssen diese Führungsrolle auf dem Informationssektor heute und in der Zukunft bewahren, so wie es auch in der Vergangenheit der Fall war. Dies unterstreicht der Weg vieler bedeutender Frauen und Männer der Weltgeschichte, der durch Bibliotheken ganz entscheidend mitgeprägt worden ist.

Zudem sind Bibliotheken nicht nur grosse Informationsspeicher und – vermittler, sondern auch, wie es Jorge Luis Borges, der selbst Bibliothekar gewesen ist, einmal formulierte „ein Kapital vieler Generationen, ein Ort des Geistes, ein Damm gegen das Vergessen und ein Hort für die Welt der vorgefertigten Gegenstände."

Freilich müssen jedoch die Bibliotheken, wenn sie auf der Höhe der Zeit bleiben wollen, *der* Ort der Informationsvermittlung über die Gesamtheit der schöpferischen Medien sein und Zugang zu Informationsquellen weltweit bieten.

Wichtig ist in diesem Zusammenhang aber auch zu konstatieren, dass die Kluft zwischen denjenigen, die Information brauchen, sie aber nicht bezahlen können, und denjenigen, die leichten Zugang zu einer Fülle von kommerziellen Informationsquellen haben, immer grösser wird. Dies gilt in starkem Masse auch zwischen den Industrieländern und den Staaten der Dritten Welt. Deshalb ist es IFLA's Politik ständig darauf hinzuwirken, dass Information in den Bibliotheken überall in der Welt für jedermann frei zugänglich gemacht und nicht durch finanzielle Barrieren erschwert wird.

Freilich haben, dies muss man auch ganz klar sehen, die Bibliotheken keinen leichten Stand in diesem Wettbewerb, vor allem mit kommerziellen Anbietern im Informationsbereich. Wir bauen jedoch auf die Einsicht der Regierungen in aller Welt, dass sie schon aus ihrem Selbsterhaltungstrieb heraus ihre Bibliotheken finanziell stets so ausstatten, dass jedem Bürger die Möglichkeit gegeben wird, die von ihm benötigte Literatur und Information zu erhalten.

Ich bin in diesem Zusammenhang sehr optimistisch, dass die Bibliotheken auch in der Zukunft die zentrale Rolle in der Informationsvermittlung spielen werden, allerdings unter der Voraussetzung, um dies noch einmal zu unterstreichen, dass sie sich der jeweiligen Situation anpassen, neue technologische Entwicklungen aufnehmen und entsprechend qualifiziertes Personal haben, um die vielfältigen und speziellen Aufgaben erfüllen zu können.

Abschliessend zu unserem Generalthema Libraries-information for knowledge, lassen Sie mich noch ein wenig zum Amusement Piet Hein zitieren, der in seinen Grooks über Wissen folgendes sagt:

„How knowledge can progress? Why, it's easy to express: You err, and err, and err and err. But less, and less and less."

Liebe Kolleginnen und Kollegen, dass die Befriedigung des Informationsbedürfnisses vor allem auch in der Dritten Welt für IFLA ein ganz besonderes Anliegen ist, habe ich seit meinem Amtsantritt immer wieder betont. Das ALP-Programm, das 1984 anlässlich der IFLA Generalversammlung in Nairobi aus der Taufe gehoben wurde, hat jedoch aus mancherlei Gründen erst jetzt konkrete Formen annehmen können. Wir sind sehr glücklich darüber, dass es dem schwedischen Bibliotheksverband im letzten Jahr gelungen ist, für die Ausarbeitung dieses Kernprogramms die finanzielle Unterstützung der Swedish International Development Authority (SIDA) zu erhalten.

Für diese grosszügige Hilfe sind wir ausserordentlich dankbar. Nur durch dieses finanzielle Entgegenkommen hat die engagierte Projektleiterin Birgitta Bergdahl ihre Arbeit im November letzten Jahres an der Universitätsbibliothek in Uppsala aufnehmen können.

Bereits Ende Januar 1990 wurde auf der Grundlage ihrer Ausarbeitungen eine Besprechung mit Vertretern aus den drei betreffenden Regionen in Uppsala durchgeführt und im März dieses Jahres haben Sitzungen der drei regionalen Standing Committees stattgefunden, in denen das bisher erarbeitete Konzept zur Diskussion gestellt wurde. Diese intensiven Besprechungen haben zahlreiche weitere Anregungen erbracht, und, was besonders wichtig ist, konkrete Projektvorschläge für die Durchführung des Programms in einem mittelfristigen Zeitraum.

Erwähnen möchte ich aber noch in diesem Zusammenhang, dass angesichts der Bedeutung des ALP-Programms unser Generalsekretär Paul Nauta an den Besprechungen in Bangkok, unser stellvertretender Generalsekretär Guust von Wesemael in Dakar und ich in Sao Paulo teilgenommen haben.

Wir hoffen nun sehr, dass dieses so überaus wichtige Programm, das vornehmlich dazu dienen soll, Hilfe zur Selbsthilfe zu leisten, mit den notwendigen finanziellen Ressoursen ausgestattet werden wird, so dass die als vordringlich erachteten Projekte in der erforderlichen Weise in die Tat umgesetzt werden können.

Lassen Sie mich abschliessend noch ganz kurz Ihre Blicke auf zwei weitere Problemkreise lenken, die mir besonders am Herzen liegen:

Mit grosser Betroffenheit haben wir von der weitgehenden Zerstörung der Universitätsbibliothek in Bukarest im Zusammenhang der Kämpfe um die Einführung demokratischer Verhältnisse gehört. Vom Generalsekretariat der IFLA wurde sofort nach Bekanntwerden der Ereignisse Kontakt gesucht und gefunden. Neben den bereits erfolgten direkten Hilfsmassnahmen von Bibliotheken in einigen Ländern hat auch IFLA konkrete Massnahmen getroffen und sich gleichzeitig bereit erklärt, als internationale Anlauf- und Koordinierungsstelle zu fungieren. Bitte helfen Sie, damit auch diese Bibliothek wieder in die Lage versetzt wird, Information zur Aneignung von Wissen in der erforderlichen Weise zur Verfügung stellen zu können.

Ein besonderes Anliegen ist mir schliesslich die Unterstützung des Projektes der Bibliotheca Alexandrina. Nachdem nun der Bau eine beschlossene Sache zu sein scheint, denke ich

in diesem Zusammenhang vor allem an die Hilfe beim Bestandsaufbau und bei der Aus-bzw. Fortbildung von Personal. Lassen Sie uns hier mit den uns zur Verfügung stehenden Mitteln ein wichtiges Projekt in einem Entwicklungsland unterstützen, das dort und für viele Länder des Mittelmeerraumes und des Nahen Ostens zu einer grossen Informationsquelle werden soll.

Meine lieben Kolleginnen und Kollegen, mögen wir unserem Generalthema gemäss auch in diesen Tagen hier in Stockholm mit Informationen und Wissen ausgestattet werden, auf dass wir den vielfältigen und herausfordernden bibliothekarischen Aufgaben in unseren Ländern begegnen können. Und möge durch diese Tagung auch die internationale bibliothekarische Zusammenarbeit weiter gefestigt werden zum Wohle der Menschen in allen Ländern der Erde.

Opening Speech of the IFLA General Conference: Stockholm 1990

Hans-Peter Geh
President of IFLA

I would like to extend a very warm welcome to you all to the 56th IFLA General Conference in the metropolis of Sweden, here in Stockholm, the city which, as Selma Lagerlöf once put it, "floats on the water".

We are delighted that Their Majesties Carl XVI Gustaf and Queen Silvia of Sweden have bestowed on us the high honour of their presence at the opening of this year's conference. And we thank His Majesty Carl XVI Gustaf most warmly for the impressive opening address with which he has honoured us. The presence of Your Majesties very plainly underscores, in my opinion, the importance which is attached to librarianship in Sweden.

We are all very pleased to accept this friendly invitation to Sweden, a cosmopolitan country with so many assets: wonderful scenery, pretty villages and neat towns, and, noticeable everywhere, a liberal spirit coupled with great social and cultural achievements, freedom being the nourishing soil on which culture could so richly flourish. And above and beyond this, the pragmatism that is practised everywhere, the search for equilibrium, the golden mean, successful compromises.

These values were also evident this morning during our cultural breakfast, with the impressive recitation of Strindberg. I believe that all of us felt that Sweden's dominant literary genius and social critic, who also spent some time as a librarian at the Royal Library in Stockholm, is still able to cast his spell on people living at the end of the 20th century.

But we came here above all, dear Swedish colleagues, with great expectations concerning your librarianship, which can be considered pioneering in many fields. We will thus have the opportunity, on the one hand, of seeing magnificent academic libraries with excellent stocks built up over many centuries – I need only mention the world-famous Codex argenteus – and, on the other, of inspecting the exemplary network of public libraries with their very varied selections of services.

Librarianship in Sweden is not, however, restricted to the needs of the population of the country itself. It has, for many years, also given sustained support to Third World countries. In this context we should like to express our gratitude for the fact that the financial assistance of numerous library institutions, and also individuals, has enabled a relatively large number of colleagues from Africa, Asia and Latin America to participate in our conference. In addition, many librarians from Central and Eastern Europe, countries which are also facing innovations in the field of librarianship have also been able to take part in our conference.

This spirit of social, cultural and educational engagement is also mirrored in the general theme suggested by our hosts: Libraries – information for knowledge. T.S. Eliot summed up the situation very aptly when he wrote: "Where is the wisdom that has been lost in knowledge, and where is the knowledge that has been lost in information?"

But our topic is also enshrined in UNESCO's World Decade of Cultural Development and the present Literacy Year.

As we all know, reading is the key to culture, and so I believe that the answer of a nine-year-old boy to the question "What is culture?" is also very apt: "Culture," he is said to have said, "is voluntary reading." In this context we should also mention the marvellous motto of the Swedish libraries: "Lev livet läsande" (Live your Life Reading).

Nowadays, however, culture is becoming more and more a central task of politics. Without cultural dialogue, conflicts cannot be mutually set aside. This applies within one's own country and between countries, so that cultural policies must also play an important role in foreign policy.

One essential component of good cultural policy is, of course, to grant every citizen equality of opportunity, particularly in the educational field. But this can only be fully effective in a society in which illiteracy only plays a very minor role. For only those who can read and write have access to printed or electronically-stored information. So we librarians must, as I have constantly stressed on many occasions, make our contribution in the fight against illiteracy.

Equality of opportunity in the educational field also includes unimpeded access to information for all citizens. Because information and the knowledge resulting from it have become, more than ever before, a fundamental requirement of our entire life. Only those who are informed will be able to play a good and active part in today's information society. Roger Bacon had already recognised that knowledge signifies, at the same time, power.

Libraries all over the world are important trailblazers here. They must retain this leading role in the information sector not only in the present but also in the future, as they have done it in the past. This is shown by the careers of many important women and men throughout the history of the world whose paths were decisively determined by libraries.

Libraries are not just large stores and distributors of information, but also, as Jorge Luis Borges, once a librarian himself, stated "the capital of many generations, a stronghold of the intellect, a bulwark against forgetfulness and treasure-house for the world of prefabricated objects".

If they wish to remain on top of the times, however, libraries must become *the* information-communication place for all creative media, offering access to sources of information worldwide.

In this connection it is also important to note that the gap between those who need information but cannot pay for it and those who have easy access to a host of commercial sources of information is getting wider all the time.

This also applies to a great extent to relations between the industrial nations and the countries of the Third World. It is therefore the policy of IFLA to work constantly towards the goal of making information in libraries all over the world freely accessible to everyone, unimpeded by financial barriers.

We must, of course, also recognise that libraries do not have an easy stand in the face of such competition, particularly with commercial suppliers in the information sector. We are, however, relying on the insight of governments all over the world, who, if only for reasons of self-preservation, always provide their libraries with the financial means needed to give every citizen the opportunity to obtain the literature and information he or she needs.

In this connection I am very optimistic that libraries will, also in future, continue to play their central role i communicating information, provided, to underscore the problem once again, that they adapt to the relevant situation, adopt new technological developments and employ correspondingly qualified staff in order to be able to fulfil the many varied and specialised tasks which will be facing them.

To conclude the consideration of our general theme "Libraries – information for knowledge", let me just amuse you for a moment by quoting Piet Hein, who says, in his "Grooks" about knowledge:

"How knowledge can progress?

Why, it's easy to express:
You err, and err, and err.
But less, and less, and less."

Dear colleagues, ever since I took office I have repeatedly stressed that the satisfaction of this thirst for knowledge, particularly in the Third World, is a very special task for IFLA. The ALP programme, which came into being in 1984 on the occasion of the IFLA General Conference in Nairobi has, for many reasons, only now been able to take concrete shape. We are extremely happy that the Swedish Library Association succeeded last year in obtaining the financial support of the Swedish International Development Authority (SIDA) for the formulation of this core programme.

We are most grateful for this generous assistance, for it is only thanks to this financial help that the enthusiastic project leader Birgitta Bergdahl was able to take up her duties in November last year at the University Library in Uppsala.

On the basis of her work, it was possible to hold discussions with representatives from the three regions concerned in Uppsala at the end of January 1990, and in March of this year meetings of the three regional Standing Committees took place at which the concept worked out so far was discussed. These intensive discussions generated numerous additional stimuli and, which is particularly important, concrete suggestions for projects to carry out the programme in the medium term.

I should also like to mention in this context that, in view of the importance of the ALP programme, our General Secretary Paul Nauta took part in the discussions in Bangkok, our Deputy General Secretary Guust van Wesemael discussed matters in Dakar and I myself participated in the Sao Paulo discussions.

We now hope that this extremely important programme, mainly aimed at helping those involved to help themselves, can be provided with the necessary financial resources to enable it to realise, to the corresponding extent, those projects considered to have priority.

Let me finally draw your attention to two other problems that are particularly close to my heart:

It was with great dismay that we heard about the extensive destruction of the University Library in Bucarest in the course of the fight for the introduction of a democratic order. As soon as this state of affairs became known, the General Secretariat of IFLA immediately sought and established contact. In addition to the direct assistance measures organised by libraries in some countries, IFLA also undertook its own concrete measures, at the same time declaring its readiness to function as an international contact point and co-ordination centre. Please help us to enable this library to once more fulfil its function of providing information for the generation of knowledge.

Another particularly important matter in my opinion is, finally, the support of the Bibliotheca Alexandrina project. Now that the construction of the building seems to have been decided upon, I am mainly thinking of help in building up stocks and of giving staff training or continuing education. Let us support with all the means at our disposal an important project in a developing country which will provide not only this country but also many others in the Mediterranean region and the Near East with a great source of information.

Dear colleagues, may we, in keeping with our general theme, be provided during these days here in Stockholm with information and knowledge that will enable us to deal with the wide variety of challenging library tasks in our own countries. And may this Conference also further consolidate international co-operation between libraries and librarians to the benefit of mankind in every country throughout the world.

The IFLA Core Programme for the Universal Availability of Publications (UAP)

David Bradbury and *Graham P Cornish, U.K.*

The aims of the Programme

The UAP Programme is essentially concerned with the unattainable. Its goals are to ensure that wherever a document is wanted it can be made available to the reader; to enable anyone to obtain the document required and to enable readers, whoever and wherever they are to obtain whatever document they require. Of course there are limitations on these goals especially in the definition of a "document".

Unpublished, private and confidential material is clearly excluded and the methods to achieve the goals must be both moral and legal, but, apart from these restrictions, the philosophy of the programme is maximum availability to the maximum number of people of the maximum number of documents. The Programme views a "document" in the widest sense and includes non-print media such as sound recordings, film and video and computer and electronic formats. The Programme is not confined either to particular types of library – children's libraries are as important as industrial libraries and small specialised collections are treated as just as important as major national libraries. Neither is the Programme limited to libraries alone. Publishing and bookselling are also part of its concern as are issues such as copyright, piracy, trade barriers, national information plans and pricing policies. In order to achieve some of these goals there is a programme of research, publication, education and cooperation and some of these areas will be discussed later. However, as the Programme has undergone considerable changes in personnel during the last year, it may be best to outline these first.

Changes in administration

At the end of 1989 Maurice Line retired as Director of the Programme, having held this post since its inception. Maurice Line took up his duties as President of the (UK) Library Association on 1 January 1990, and his term of Office will last for that year. The new Director of the UAP Programme is David Bradbury, who is well known to members of IFLA through his long involvement especially with the Section on Acquisitions and Exchange. He is Director of the British Library Document Supply Centre where the Programme is located.

In April 1990 Marie-France Plassard took over as Programme Officer for the UBCIM Programme when it moved to Frankfurt, having given 3 years valuable service to the UAP Programme. Her place as UAP Programme Officer has been taken by Graham Cornish who has been Research Officer in the IFLA Office for International Lending (OIL) since 1985. The opportunity is being taken to modify the managerial link between UAP and OIL. Until now this has been at Director level; it is felt that the two units will operate more effectively if the functions of both are managed at Programme Officer level. Therefore Mr Cornish will assume responsibility for operating both under Mr Bradbury's directorship. Two part-time members of staff have joined the team to carry out a range of research and publication functions. Mrs Margaret Barwick and Mrs Alison Gallico have both been on the staff of the British Library for a number of years and bring considerable experience and expertise to the combined IFLA unit within the BL.

Research

A contract was signed with Unesco in November 1989 for the evaluation of the UAP pilot project in Senegal. The project, which was launched in 1986, has its origin in recommendation number 39 of the International Congress on UAP in Paris (1982): "A pilot project should be established in a Member State with Unesco assistance to design and establish a national acquisition policy and system as a model for possible application in other countries". Marie-France Plassard spent two weeks in Senegal in November 1989 to proceed to the evaluation in collaboration with the Direction des Archives du Sénégal and the Bibliothèque Centrale de l'Université Cheikh Anta Diop. A report has been submitted to Unesco on this Project.

A contract has also been signed with Unesco to study the role of national libraries in the new technological environment. The work on this project is scheduled to be completed by the end of November.

The Office for International Lending also has some projects in which UAP will become involved. These include preparing training guidelines for workshops on document supply and the feasibility of an international voucher scheme for document supply transactions.

External sources of funding in addition to Unesco have been actively sought. However, the cooperation of publishers, for example, has proved hard to secure. It is hoped that the new UAP Advisory Committee will be of assistance in this crucial matter of finding sponsors as well as encouraging a greater contribution from IFLA Sections and Round Tables.

Projects for which funding is being sought include:

- a study on the use of CD-ROMs for journals in developing countries to improve availability of foreign publications (mainly in science and technology);
- a study of the availability of audiovisual materials.

As in previous years, the main disappointment has been the inability to initiate a practical UAP Programme in one or two individual countries.

Countries have been found that are ready and willing to embark on such a programme, but no financial support has been secured.

Meetings

Programme staff presented papers at several meetings this year and represented IFLA at various workshops:

- IASA/IAML Conference, Oxford, September 1989, Marie-France Plassard;
- Library Association International and Comparative Librarianship Group, Birmingham, September 1989, Maurice Line;
- Unesco Symposium on Piracy, Paris, September 1989, Marie-France Plassard;
- CEC EROMM Workshop, Luxembourg, December 1989, Marie-France Plassard;
- IPA Symposium on the Economics of Copyright, Paris, 1990 Graham Cornish.
- European Library Automation and Networking Conference, Brussels, 1990 Graham Cornish.

David Bradbury and Klaus-Dieter Lehmann continued to attend the meetings of ELP (European Librarians and Publishers, former IFLA/GELC). The last one took place in Amsterdam in April 1990. The most recent document produced by the group is a *Joint Recommendation on the Use of Open Systems Interconnection in Electronic Data Interchange*. A paper on barriers to the flow of books is in preparation.

A workshop entitled "Burying the Treasure – Repositories as an Element in National Resource Planning" was convened jointly with the Section on Acquisition and Exchange. While the morning session dealt with setting the scene, the afternoon was devoted to plans

and proposals in several individual countries. It is hoped to publish the proceedings shortly. Such cooperative projects are highly desirable, and areas of cooperation, joint sessions and projects with other Sections are being considered. During the Stockholm Conference there is a joint workshop with Acquisitions and Exchange sections on pricing of serials.

Publications

The 1982 report on *National Acquisition Policies and Systems* was sold out and had to be reprinted. It is hoped that a major revision of this publication will be undertaken in the near future.

The report on the *Impact of New Technology on Document Availability and Access* (funded by the Deutsche Forschungsgemeinschaft and published in 1988) has also sold out and will be reprinted.

An article on the UAP Programme (by the Programme Officer) was published in the 121st issue of the Lenin State Library journal: *Librarianship and Bibliography Abroad*. Articles on UAP-related matters in several languages have been gathered and will be listed in an update to the *UAP Bibliography*, which will appear in an issue of *IFLA Journal* 1990.

The *UAP Newsletter* continues to appear twice a year, in English and Spanish *(Boletin DUP)* although the first issue for 1990 was delayed by the changes in staff.

Core Programme on Preservation and Conservation (PAC) Report to the Open Forum for the IFLA Core Programmes Sunday, 20 August 1990

Merrily A. Smith
Director, IFLA/PAC

The IFLA Core Programme on Preservation and Conservation has almost come to the end of its first five years of operation. The aspiration of the Programme is to ensure the preservation of the world's cultural heritage housed in libraries and archives. Recognizing that the achievement of this ideal is no small matter, PAC has from its inception undertaken and contributed to activities that increase awareness, interest, and knowledge about preservation among individuals, institutions, and governments worldwide. All facets of the program are oriented toward establishing an international milieu in which preservation activities can flourish and an international network of individuals and centers through which preservation information can flow. During 1989, both the International Focal Point and the Regional Centers worked on various projects related to these goals.

International Focal Point, Washington, USA (Merrily Smith, Director)

As was reported at the Open Forum last year, the major program activity in 1989 was the highly successful conference *Managing the Preservation of Serial Literature*, held at the Library of Congress May 22–24. During the conference, participants from eighteen countries shared in a stimulating, frank, often lively, exchange of ideas and information on six broad topics: preservation decision making in serials management; preservation in original format; preservation in secondary format; information needs for managing serials preservation; current status and future plans of regional, national, and international serials bibliographic programs; and imperatives and strategies relating to cooperative international serials preservation. The resolutions agreed upon at the conclusion of the conference reflect the collective thoughts of those in attendance. Some issues raised by these resolutions are now being actively addressed by the Conference of Directors of National Libraries. The papers presented at this conference and the discussion that accompanied them are now being prepared for publication, and it is anticipated that they will be available to you in published form by the end of 1990.

In keeping with the goals of developing educational materials and information about preservation and conservation, at thirteen-minute program, with audio tape, (in Spanish and English) on disaster preparedness, *Disaster Response and Recovery* was produced by the International Focal Point and the PAC Regional Center in Caracas for UNESCO. The program is intended to portray the damage the disasters cause, to introduce the concept of planning for disasters, and to briefly summarize the elements of successful disaster planning and response. The program is accompanied by information sheets, bibliography, and a workbook of supporting materials that can be used in training others about disaster preparedness.

Together with the following RAMP publications,

1. Buchanan, *Disaster planning, preparedness and recovery for libraries and archives*. PGI-88/WS/6,
2. McCleary, *Vacuum freeze drying, a method used to salvage water-damaged archival and library materials*, PGI-87/WS/7, and

3. Lee, *Prevention and treatment of mold in library collections with an emphasis on tropical climates*, PGI-88/WS/9,

the AV slide/tape program package *Disaster Response and Recovery* completes a set of training tools that is useful in and of itself or can serve as strong background and support material for workshops and seminars that specifically deal with practical issues of disaster planning and response. Methods by which the program can be made available for use are presently being explored by IFLA and UNESCO.

Two of the first IFLA Vosper Fellows named in 1989 are nearing completion of projects under the general direction of the International Focal Point. Mark Roosa (Preservation Officer, University of Delaware) is creating information packets on the preservation of photographic, film, magnetic, and audio materials and is also developing a slide program on the handling of audio materials. Johanna Wellheiser (Manager, Preservation Services Department, Metropolitan Toronto Reference Library) is conducting a study on non-chemical pest control methods.

Two new PAC Regional Centers began operation in September 1989. These are the PAC Regional Center for Asia (hosted by the National Diet Library, Japan) and the PAC Regional Center for Asia and Oceania (hosted by the National Library of Australia and directed by Ms. Jan Lyall).

The next issue of *International Preservation News* (No. 4) will soon be published and contains many articles that will be of interest to all of you.

Another activity of the International Focal Point during the past year was planning for upcoming conferences. These included a regional conference on disaster preparedness (held Feb. 21–23, 1990) at the Regional Center for Latin America and the Caribbean, Caracas; a preservation conference for representatives from English-speaking African countries (to be held Sept. 24–28, 1990 in Loughborough and London, U.K.); and a conference on science in preservation (to be held in May 1991 at Columbia University, U.S.).

Regional Center, Leipzig, GDR (Wolfgang Wächter, Director)

Since it was first established, the Regional Center has concentrated on offering training experiences for library and archives conservators. This effort continued during 1989 and, to date, more than one hundred conservators from the FRG, Austria, Switzerland, Hungary, the USSR, Korea, Bulgaria, and the GDR have worked and studied at the Center. The Center also continued its program of translating relevant preservation literature into German. A copy in German of the Library of Congress AV program, "Planning a Preservation Program", available at the Center has been lent to many institutions in the GDR for viewing. The Center continues its efforts to develop a national preservation strategy for the GDR and has submitted a plan to the government for its consideration. In addition to training and routine reception of international visitors, the Center met this year with two representatives from the Academy of Sciences Library in Leningrad. The outcome of this meeting was a detailed plan of cooperation between the Soviet Library and the Deutsche Bücherei in which conservators from the USSR will be trained at the Regional Center and conservators from the Center will help set up an international workshop in Leningrad.

Regional Center, Sablé, France (Jean-Marie Arnoult, Director)

During the past year the Center continued its initiatives to build strong links with countries in its region, particularly those in Africa and the Middle East. For example, a preservation and conservation program was presented in Cairo at the invitation of the Institute d'Egypte; a French conservator trained local technicians in Mascate, Oman; and a preservation

program for ancient cities in Mauritania was proposed as part of a mission to that country that also provided an opportunity to evaluate the nature and scale of preservation problems in desert countries. Also, missions in Tunis and Algeris prepared a broad program of training in conservating binding, restoration, and photography that began in 1989 and will be completed in 1990. In addition, Mr. Arnoult attended an international congress in Durham (U.K.) of the Middle East Libraries Committee (MELCOM) in July and presented a paper summarizing preservation problems in Middle East libraries.

Regional Center, Caracas, Venezuela (Lourdes Blanco, Director)

The Regional Center for Latin America and the Caribbean has now completed two and one-half years of operation. During this period considerable progress has been made. In the area of information dissemination, a bibliography of the National Library's holdings in preservation was prepared and distributed widely; a brochure of conservation and preservation services available through the Center was developed, and several items have been translated into Spanish to increase their accessibility throughout the region. In addition, Mrs. Blanco attended the annual meeting of ACURIL in Jamaica and presented a paper about the Regional Center and its activities. In the area of training, staff of the Center worked with the International Focal Point to complete the UNESCO-funded AV program on disasters, "*Reaccion y recuperacion ante siniestros*". The program was shown at a highly successful three-day conference on disaster preparedness that the center organized and hosted, and that took place in February 1990. In addition, a staff member from the University of Puerto Rico spent one month studying the operations at the National Library, including preservation. The Center also proviced consultation services to numerous libraries in the region, which included surveys of collections in Quito, Ecuador, at the University of Cordoba, Argentina, and at the National Library of Mexico.

Regional Center, Tokyo, Japan

Most of the first year of the Center's operation was spent in planning. The Regional Center will be part of a new National Diet Library program, the Cooperative Preservation Program, that will have both national and international goals. At the national level, the National Diet Library will expand its national preservation effort to provide information services and educational opportunities to Japanese libraries and archives. At the international level, the program will formalize similar activities already underway. Program elements for the Center include an annual symposium on preservation, an audio-visual lending program, a preservation/conservation reference service, and the formation of a National Preservation Advisory Council. The first of the annual preservation symposia was held in March 1990 and was attended by over 350 people. The symposium, "Library Collections in Crisis," was accompanied by an exhibition that graphically demonstrated preservation problems and their solutions. During the coming year the center will concentrate on developing information services (including consultation services) and education and training opportunities. Other plans for the year include conducting and international needs assessment survey, providing disaster assistance to other libraries as needed, gathering bibliographic information on Japanese publications to be distributed internationally, and working cooperatively with the Regional Center for Asia and Oceania to develop coordinated programs and joint projects.

Regional Center, Canberra, Australia (Jan Lyall, Director)

Since its establishment a year ago, the Center has worked to understand the preservation needs of its region and to define program areas and objectives to meet those needs. Program effort will be focused in the areas of education and training, reference and consultation

services, and communication. Thus far, training programs have been developed for lecturers in library schools, librarians responsible for developing and implementing preservation programs, and conservation practitioners. To date, a lecturer from the University of Bandung, Indonesia completed training in the first of these programs in June 1990; the Deputy National Librarian from the National Library of Laos participated in the second program; and representatives from thirteen Pacific Island countries attended a two week training seminar as part of the third program. Reference service has been provided to inquirers throughout the year. In addition, consultation services were provided to the major libraries and archives in Port Moresby, Papua New Guinea. Plans for the coming year include efforts to develop and strengthen communication links in the region and to work with the Regional Center for Asia in the development of coordinated programs and joint projects.

Conclusion

In the short period of its existence, the IFLA Core Programme on Preservation and Conservation has grown rapidly and successfully. In addition to an International Focal Point, the program now consists of five Regional Centers. Much has been accomplished in increasing general awareness, interest, and knowledge about the preservation of library and archives materials. Many initiatives and programs are underway at institutional, national, and international levels worldwide that did not exist five years ago.

Considerable credit for these achievements is due to the people who execute the PAC program directly and to the advisors who have guided its development. In particular, credit is due to IFLA, which recognized the urgent need for a core program on preservation and conservation; which established, then encouraged and financially supported the development and growth of such a program; and which, moreover, had the wisdom to adopt for the operation of the program an organizational concept that called for Regional Centers supported by an International Focal Point.

The challenge for IFLA and PAC in the 1990's is to keep up the momentum that has developed over the past five years as the result of good planning, fiscal support, and cooperative effort. Ensuring the preservation of the materials housed in the world's libraries and archives is hard work – but it's work well worth doing.

IFLA UDT Core Programme Open Forum 1990

Leigh Swain
Director, International office for UDT, Canada

1. Introduction

The IFLA Core Programme on Universal Dataflow and Telecommunications (UDT) was established in 1984. Its international focal point, the International Office for UDT, is located at the National Library of Canada. Current program support from the National Library of Canada consists of 1/2 professional person year plus 1/2 support staff person year, accommodation, office equipment, etc. The National Library's contribution to the 1990 budget is the equivalent of CAN$62,000. IFLA support to the UDT Programme for 1990 is CAN$38,000.

The Programme's 1990 Work Plan includes three new projects to investigate current initiatives and developments in the area of technologies and standards that can be used to facilitate the electronic transfer of bibliographic data within the international library community.

2. Programme objective

The UDT Programme objective is to promote the effectiveness of libraries and other Core Programmes of IFLA by:

a) promoting the electronic transfer of data within the library and information community;
b) working to reduce telecommunications barriers affecting that data transfer;
c) assisting and supporting the other Core Programmes on the means and mode of communicating electronic data;
d) serving as a focal point for monitoring developments, providing information, and for support of the promotion, implementation and use of compatible standards for library-specific applications of electronic data communications.

3. Programme Activities

3.1. ILL Demonstration Project

The National Library of Canada (NLC), the British Library Document Supply Centre (BLDSC) and the Library of Congress (LC) are currently working on Phase 1: Project Planning of the ILL Demonstration Project. This follows the recommendations of the UDT ILL Demonstration Project Feasibility Study which was initiated by the UDT Core Programme in 1988. The focus of the study was to determine whether a project using the ISO ILL protocol for the exchange of ILL requests was feasible. The ILL protocol, which is a standard for the electronic exchange of ILL messages between computers is currently under review by ISO, the International Organization for Standardization, and has reached the Draft International Stage (DIS) stage in the ballot process. It is anticipated that it will become an International Standard (IS) by the first quarter of 1991.

The study which was completed in July 1989 recommended that the demonstration project proceed. Three institutions (NLC, BLDSC and LC) have agreed to proceed with the first phase of the Demonstration Project which is the planning task as recommended in the Feasibility Study. This involves the development of a detailed plan for further stages of the project

and continued development of an ILL profile to be used by the participants. An ILL profile will indicate which protocol options are to be implemented in order to achieve the functionality required by the implementations being developed by the three institutions. The planning phase will also include a business case analysis, and the development of hardware and software requirements specifications for all three institutions. Once this phase is complete, resource allocations and the timing for further stages of the project will be determined.

Another recommendation of the Feasibility Study was to clarify the role of the UDT Core Programme in the project. As further stages of the project will focus on systems development and will be funded by the participants, the appropriateness of continuing this project under the umbrella of an international organization such as IFLA was questioned. It was determined during the Paris meetings that the role of IFLA in further stages of this project would be mainly to disseminate information on project activities and results and promote the work of the project within the international library community. While the ILL Demonstration Project is no longer an IFLA project per se, the UDT Core Programme will closely monitor this project and report on its progress in future issues of the *UDT Newsletter*.

3.2. The International Forum on Open Bibliographic Systems

The UDT ILL Feasibility Study proved to be the impetus for the formation of what is now called the International Forum on Open Bibliographic Systems (IFOBS). Previously known as the International Forum on ILL Protocol Implementation Issues, the forum was established in December 1988 to provide interested parties with an opportunity to discuss the many issues related to the implementation of the Interlibrary Loan (ILL) protocol for international use. The forum widened its focus at the August 1989 meeting to include the resolution of issues related to the use of OSI protocols for bibliographic applications.

The forum held its third meeting on January 29, 1990 in London England. It was attended by representatives from the British Library; Centrum voor Bibliotheekautomatisering (Pica, the Netherlands); France, Ministere de l'Education Nationale, Sous-Direction des Bibliotheques (SDB); London and South Eastern Library Region (LASER); Library of Congress; National Library of Canada; OCLC; and the UK Office for Library Networking.

At the previous meeting in August 1989, participants agreed to assume responsibility for developing international standardized profiles (ISPs) for bibliographic protocols such as ILL and Search and Retrieve (SR). An ISP is a combination of one or more functional profiles which have been "harmonized" internationally and approved by the International Organization for Standardization (ISO). A functional profile specifies the options to be implemented from within a base standard or group of standards. The establishment of an ISP for bibliographic protocols helps to ensure that implementations conforming to the ISO support the same functions and can interwork.

The UDT Programme's 1988 Work Plan proposed the formation of an OSI Technical Working Group to examine and resolve the many issues related to implementing bibliographic protocols on an international level. Due to PMC budget limitations, the formation of the Working Group was deferred. The UDT Programme is pleased that the ILL Feasibility Study provided the impetus necessary to form such a group. IFOBS is expected to make valuable contributions to the process of implementing ISO standards for bibliographic applications over the next few years. Hence the initiative of the ILL Feasibility Study and resulting Demonstration Project will continue to benefit the international community.

4. UDT Projects for 1990

4.1. Project to investigate the use of research networks by libraries

The number and use of academic research networks throughout the world has risen signific-

antly in recent years. Initially local networks were used to support campus-wide communications. This was followed by the development of regional networks to support inter-campus electronic mail and shared access to supercomputers. As research activities using these networks increased, interconnecting these networks became a priority. This has lead to the development of 'backbone' networks which link regional networks and often connect to networks outside national boundaries. Noncommercial academic-based networks currently exist in most continents including North America, Europe, Australasia, the Far East, Latin America and Africa. Most of these networks are connected, at least for electronic mail and file transfer, to constitute a truly world-wide network.

These networks have emerged in response to a need for a means of providing electronic communications and generally fostering communications within the academic and research community. The potential offered by these networks for libraries is tremendous as they can provide the telecommunications infrastructure necessary to support library operations. Functions such as interlibrary loan, online reference, cataloguing and library invoicing could utilize these established networks. The availability of library catalogues and bibliographic databases available on these networks will also be beneficial for other network users as access to this information is an essential research tool.

Some remarkable developments have come to light as a result of the preliminary work for this study. The momentum toward the development of high-speed interconnected research networks has major implications for international library community.

In the U.S., much of the momentum toward the development of future network capabilities and structure is centered around the proposed super high-speed National Education and Research Network (NREN). There is currently legislation before the U.S. Congress and Senate to develop the NREN by 1996. This vision of the NREN is the basis for more effective network-based collaborative research involving academia, industry and government.

In response to the potential of the NREN proposals, ARL – the American Association of Research Libraries, CAUSE – the association for the management of information technology in higher education and EDUCOM – a non-profit consortium of colleges, universities and other institutions have joined forces to form the Coalition for Networked Information. This group will promote the provision of information resources on existing networks and in proposed interconnected networks. The Coalition will address the numerous technical, operational and economic issues as well as public policy issues such as intellectual property rights, standards, licensing, charging, etc.

Project Focus

The focus of this project is to investigate the international availability and structure of these networks and the links that exist to other networks. An important component of this work is a review of the communication protocols used by these networks. Typically, the research networks use TCP/IP, a suite of pre-OSI standards. This protocol, which is widely implemented internationally, is what might be called a non-proprietary, de facto standard. While in most cases a migration path to OSI has been identified, the networks will continue to use TCP/IP for the foreseeable future. Many of the European networks use the X.25 packet switching technology. An important issue for all these computer networks is whether they will be migrated to use the OSI suite of protocols, whether bridging mechanisms will be implemented during the transition and how OSI applications protocols, specifically those being developed for bibliographic applications can run on these networks.

This information will be used to provide insight into how the international library community can tap this valuable resource both to support library functions and improve access to

bibliographic information. Work on this project is proceeding well with the final study report to be completed by December of 1990.

4.2. The potential of emerging standards and technologies in the area of document delivery

Although document delivery is one of the last library functions to be automated, there are a number of standards and technologies being developed in the informatics sector that show promise for the inexpensive and rapid transmission of full-text items. This capability would greatly enhance various library functions and services, particularly ILL, document acquisitions, and cataloguing. With the proliferation of developments in this area, document delivery may be one of the first areas of the library significantly affected by OSI.

The purpose of this project is to investigate the characteristics of these standards and technologies and use this information to provide insight into how the international library community can adopt these technologies.

The international standards being examined include:

1. ODA Standards – Office Document Architecture
2. SGML Standards – Standard Generalized Mark-Up Language
3. X.500 Standards – Directory Services
4. X.400 Standards – Message Handling Systems

The technological developments being examined include:

1. Group 3 & 4 Facsimile
2. ISDN (Integrated Services Digital Network)
3. Optical Storage Technology

The initial investigations in to these standards and technologies are proceeding well. The study and final report will be completed by December 1990.

4.3. OSI Infrastructure

As more application layer protocols are standardized and products to support them are developed, many of the technical barriers to adopting OSI are being eliminated. However, there remains a number of organizational barriers to interworking.

Library specific protocols such those for Interlibrary Loan (ILL) and Information Retrieval (IR) are currently being standardized within ISO. Before these protocols and other non-library OSI protocols such as FTAM and X.400 can be applied to the bibliographic environmet, there is a requirement for co-operation at the national, international and supranational level to plan an appropriate migration strategy. It will be difficult to apply OSI applications to library operations without an underlying organizational structure to support its use.

The project investigations will produce a description of what has to be in place for a library's move to OSI to be successful and a set of criteria for libraries to use to allow them to assess the benefits of moving to OSI. The study will also examine the roles of the various major players at the national leve (e.g. the national libraries and national standards bodies) and the role of supranational bodies such as the Commission of European Communities.

While some of the initial investigations are complete, the bulk of work on this project will commence in the fourth quarter of 1990. Marc Walckiers, a Robert Vosper IFLA Fellow working under the aegis of the UDT office, is working to develop a strategy for the introduction and integration of the Interlibrary Loan (ILL) protocol in European libraries. He has been granted an extension which will allow him to complete his work by December 1990. It is hoped that his work will contribute to the European library community aspects of the study.

The final report on these investigations and the proposed strategy for adopting OSI will be completed by the first quarter of 1991.

5. Publicity and Promotion

5.1. UDT Newsletter/Bulletin de l'UDT

The *UDT Newsletter/Bulletin de l'UDT* continues as a quarterly publication. Published in both English and French, each issue reports on UDT projects and related activities in the standards arena. The activities of the International Forum on Open Bibliographic Systems (IFOBS) and the progress of the ILL Demonstration Project are reported regularly as are the activities of ISO TC46/SC4/WG4 which is the ISO standards body responsible for balloting bibliographic protocols such as ILL and SR.

Each issue also includes a tutorial on aspects of OSI standardization as it applies to library services and functions. Recent topics include OSI Conformance Testing, the Search and Retrieve Protocol (SR) and X.500 Directory Services. A tutorial on the data formats ASN.1 and EDIFACT and a tutorial on Electronic Data Interchange (EDI) are planned for upcoming issues.

The Winter/Spring 1990 issue included an annotated bibliography of recent materials on the topic of Transborder Data Flow and the Summer 1990 issue included a bibliography of recent materials related to use of OSI-based applications by libraries.

5.2. Other publication activities

The final version of *The ILL Demonstration Project Feasibility Study Report* was completed in December 1989. Copies of the report are available from the International Office for UDT (ISBN 0-9694212-0-0). An order form appeared in Issue #9 (Fall 1989) of the *UDT Newsletter* and in the February 1990 issue of *IFLA Journal*. An article outlining the results of the UDT ILL Feasibility Study appeared in the October 1989 issue of *Interlending and Document Supply* (Vol. 17 (4)).

The May 1990 issue of *IFLA Journal* includes an article by Leigh Swain entitled "Message Handling Systems and Electronic Data Interchange: An Introduction to Converging Standards for Electronic Messaging". This paper was first presented to the Section on Information Technology's Open Session on Office Automation during the 1989 Paris meetings.

In preparation for the Moscow meeting in 1991, an article entitled "Universal Dataflow and Telecommunications" by Leigh Swain and Maggie MacLelland (the previous Programme Officer) was published in the Russian journal *Librarianship and Bibliography Abroad* (No. 122).

6. Advisory Committee to UDT Programme

The UDT Advisory Committee welcomed Mr. Michael Malinconico at their new chairperson during the 1989 Paris meetings. Mr. Malinconico is EBCSO Professor at Graduate School of Library Service, University of Alabama in Tuscaloosa, Alabama.

Mr. Jan van der Starre of the Algemene Hogeschool Amsterdam in the Netherlands has been appointed to this committee for a term of four years. Mr. van der Starre is one of three committee members who represent the IFLA Section on Information Technology.

7. Robert Vosper IFLA Fellows for 1989

The work of two of the Robert Vosper IFLA Fellows for 1989 came under the aegis of the UDT Core Programme.

Mr. Marc Walckiers of the University of Louvain in Brussels, Belgium is developing a strategy for the introduction and integration of the Interlibrary Loan (ILL) protocol in the Euro-

pean library environment. He is examining mechanisms for encouraging the development of ILL protocol-based software, develop a business case for the adoption of the ILL protocol by libraries, and develop a strategy for the integration of the ILL protocol into ILL services at the local, regional, national and international level.

Mr. Walckiers visited the National Library of Canada and the UDT Office in October of 1989. He met with the National Library staff members who developed the ILL protocol to discuss various issues concerning protocol promotion and implementation, both in Canada and in Europe. He also visited a number of European interlending institutions in December of 1989 in an effort to gather information. Mr. Walckiers has been given an extension until December of 1990 to complete his study.

Ms. Laine Ruus of the University of Toronto in Toronto, Canada has developed a set of guidelines for managers and policy-makers to aid in the process of planning the establishment of data service facilities in a library or archival institutions. The development of such guidelines will provide libraries and archives with a blueprint which can be followed in coping with the increase in primary computer-readable "publications".

Ms. Ruus presented the final draft of her guidelines to a workshop held in conjunction with the annual conference of the International Association of Social Science Information Systems and Technology (IASSIST) in May 1990. Her final report which will include feedback from this workshop will be completed by the end of June 1990.

8. Section on Information Technology

Leigh Swain was one of 9 new members elected to the Standing Committee for the Section on Information Technology for the 1989–1993 term.

9. Conclusion

Since 1987 IFLA has actively promoted the international use of information technology and OSI standards in libraries. Part of this initiative was to make the UDT Core Programme the focal point for OSI in IFLA so that it could monitor developments in OSI standards for bibliographic applications and promote the implementation of these standards.

The initiative which began in 1988 whit the UDT ILL Feasibility Study has lead not only to the ILL Demonstration Project, but also to the formation of the International Forum on Open Bibliographic Systems (IFOBS). While these activities are no longer under the direct control of the UDT Programme, they will continue to contribute to the goal of facilitating the use of OSI standards for library applications within the international library community.

The three new projects initiated by the UDT Programme in 1990 also show great potential for providing the international library community with the tools necessary to apply developing standards and technologies to their services and functions.

How does a National Library with a Triple Function Operate?

Martina Šircelj
National and University Library, Ljubljana, Yugoslavia

Abstract
National and University Library (NUL) in Ljubljana functions as a national library, a central university library and a central library of the library and information system in the environment of a small nation.

In Slovenia, a question is often asked whether uniting the functions of the national library with those of the university library and, in our case, also with the functions of the central library for the development of librarianship in Slovenia, is a sign of development or underdevelopment of the library and information system.

This paper is meant to explain the above question from the viewpoint of the national environment of a small but ambitious nation; the nation which maintains that existence of a national library is a synonym for national identification, which has begun in the pre-romantic period and is still persistent. Nowadays, identification standards are spread to the higher education based on general literacy of the nation and on the ambition to make progress and to take an active and creative part in the development of all sciences and fields; it is based on the library and information system, which should support these ambitions, particularly, with including all kinds of libraries – from public, school and university libraries to a national library – and together with them all library users of different education levels.

The national library has been entrusted a task to provide for functioning of such a system and for its permanent qualifying for establishing connections with other systems outside the national one.

The profile of the Slovene national library has been formed by the environment, the historical and the present. NUL was founded in 1774 and today its stock comprises 1,800.000 units of library material.

Already in 1807 it started depositing the first copyright copies of every publication printed in the province of Carniola (in Slovene: Kranjska, which was dominated by Austro-Hungarian Monarchy). During the French occupation (1810–1813) this right spread to the whole area of Illyrian Provinces; and since 1919 it has been depositing copies of every publication printed in Yugoslavia under the copyright law.

The Slovene Law of Librarianship defined the functions and objectives of the national library first in 1964 and then in 1982. It says that the national library:

- collects and stores the library material which is either printed in the area of Slovenia or relates to Slovenia or to the Slovenes and the Italian and Hungarian minorities living in Slovenia; including the material published abroad either by the Slovene authors or in the Slovene language,
- collects the library material printed in the other Yugoslav republics and the two autonomous provinces,

- records, describes and indexes the library material printed in Slovenia and provides information on it for every library and any other potential user interested in it,
- prepares and publishes the current and the retrospective Slovene national bibliography,
- undertakes the function of the republic reference centre and as such it is connected to other reference centres in Yugoslavia and in the world,
- collects, records, describes, indexes and provides the bibliographical information on the Slovene library material, and it is connected to the international exchange of information and library material,
- is in charge for introducing modern technical equipment and ways of work in the field of librarianship.

As the central library promotion centre, NUL comprises the following main objectives:

- developing the librarianship in Slovenia and encouraging and promoting research work in the field of library science,
- organizing advanced professional studies for the library workers in Slovenia,
- conducting the union catalogues of the library collections in Slovenia.

From all that was said, two of the functions of NUL, which are of great importance for the Slovene library and information system, can already be seen: the function of the national library and the function of the central library promotion service.

The Copyright Law defines precisely what kinds of library material and how many free copies a copyright library has to receive.

The Slovene national library receives one free copy of the material printed in Yugoslavia and twenty-one copies of that printed in Slovenia. NUL sorts out the twenty-one copies: it keeps two copies for its own needs, one is for its archives, and the other for the loan department; twelve copies are sent to the libraries in the regional centres of Slovenia, two of those being the libraries of the Slovene minority in Italy and the one in Austria; the other Yugoslav national libraries and Yuogoslav Bibliographic Institute are supplied with the left eight copies. All these free copies are sent to meet the needs of the users in those areas; in other words the complete Slovene production of library material is available all over Slovenia and all over Yugoslavia. Reciprocally, NUL is provided with one free copy of the rest of the Yugoslav published production by the other five republics and the two autonomous provinces. One more fact can be added about the published production in Yugoslavia: there are 1800-2000 titles published yearly only in Slovenia and 6000-7000 in the rest of Yugoslavia (only monographs are included in both numbers).

The number of the population in Slovenia is about 1,800.000 and there are about 700.000 Slovenes who live all over Europe and also on the other continents, mainly in the following countries: USA, Canada, Argentina and Australia. Why is it important to mention the Slovenes living in the foreign governed ethnic parts? The answer is given by the Law of Librarianship: one of the aims of NUL is collecting the material created by all the Slovenes, no matter where they live and which language they use. Their works have to be acquired and if the publications are not donated by the authors themselves, they have to be purchased. The material is then recorded, described, indexed and included in the Slovene national bibliography – as it is specified in the already mentioned Law of Librarianship.

Probably, these objectives are very specific for the functioning of a national library and it

is certainly a phenomenon not found anywhere else in Yugoslavia; it could be said that this is the ambition of the small nation living in the middle of Europe, the concern for its national existence and its national identification. The Slovenes themselves call it simply: the complete Slovene cultural sphere.

Besides the current national bibliography including monographs, serial publications and bibliography of articles published in the periodicals, NUL prepares CIP for the Slovene publications. In connection with this task and on the basis of the free copies, NUL prepares centralized cataloguing of the Slovene published material. This is an important professional assisstance especially used by the public and school libraries. Also the library principle of describing and indexing a publication once and for all is fulfilled with CIP. The bibliographical descriptions of the Slovene production are entered in the automated shared catalogue based on the format UNIMARC. Since 1990, the bibliography of the articles from the Slovene periodicals started to be entered in that catalogue, too. So, the libraries and their users are provided with the access to the bibliographical descriptions and bibliographical information of the Slovene published production through the shared catalogue. Both classical forms, the card catalogue and the printed editions of the current Slovene bibliography are also still available. There are many other nationally important materials collected, stored and available for use such as: manuscripts, printed music, cartographic, graphical, A/V material, etc.

The other dimension of the functioning of the Slovene national library can be seen in the educational sphere at the university level. This function has been stressed since the founding of the Slovene University in 1919, and has been confirmed by the Law of University. In 1957, the status of the national library as a university institution was defined by a special statute of the Law.

Nowadays, it ensures, as the university library, the flow of information and publications accessibility and usability from the viewpoint of the universality of knowledge at the university level. It provides the access to the most complete sources of the whole Slovene and Yugoslav published production (by legal deposit). The presence of the reference works covering every university study, including research programmes, is ensured by carefully planned purchasing of foreign publications. It should be noted that there also exist special faculty and department libraries for the individual fields at both Slovene universities. Therefore, the activities of the national library have been directed to and centred upon those educational and research programmes which are not included in the collections of the special libraries – these are humanities and social sciences. However, the other sciences are not excluded either. Such specialization is also in accordance with the national function of NUL. The central position of NUL, as a university library, is confirmed by the structure of its membership. It consists of: 82,1% students and 17,9% non-students (scientists, researchers, school and university teachers and others). The students' group interests are divided as following: humanities 22,7%, social sciences 33,7%, life, mathematical, technical and agronomical sciences and medicine together 36,6%. Whereas the structure of the non-students membership shows the next picture: humanities 30,8%, social sciences 23,1%, technical sciences 26,5% (!), and earth sciences and medicine 29,6. NUL meets the users' needs and demands for information data covering all the above mentioned fields by

- loaning its own funds of material,
- interlibrary loan with its connections all over the world, which supplies all kinds of records of knowledge and information (122 foreign libraries and 280 Yugoslav ones),
- access to a variety of foreign data bases.

The information activities of special importance for the University are the connections with

the other Yugoslav libraries (especially the national ones) in the exchange of scientific and technological information. The main services available are:

- a special data base of research works consisting of about 20.000 records for all scientific and research fields; it is accessible on-line by the Computer Centre of the second Slovene university in Maribor, which is the host of the system of scientific and technological information.
- a data base of the union catalogue comprising foreign professional peridoicals which are kept readily accessible in the libaries all over Slovenia; with 16.000 titles it covers all the sciences and fields important for the education and research work at the university level.
- a card and an automated union catalogue of the foreign professional monographs kept in the Slovene libraries and covering all scientific and professional fields, functioning as a part of the shared catalogue and including the location data of the material.
- a national bibliography, also automated and included in the shared catalogue, and its printed entries published as a periodical.

According to the diversity of the structure of the University in Ljubljana, and very few and loose connections between its faculties and departments, the role of the national library with its university function is also to connect the individual parts of the University. In the field of library science it ensures:

- the unity of processing the material in the libraries of the faculties and departments,
- assistance for the individual libraries for organizing their work and co-ordinating purchasing of library material,
- education of the librarians.

The last but not the least important function of NUL, defined by the Law, is left to be presented. That is the function of the central library promotion service in Slovenia. The Slovene library and information system is promoted, established and improved through it. The following aims are carried out: "developing the librarianship in Slovenia and encouraging and promoting research work in the field of library science, organizing advanced professional studies for the library workers in Slovenia, conducting the union catalogues of the library collections in Slovenia."

There is a special department of the national library with the status of a research unit. It has its own specialized reference collection and documentation retrieval system covering library science, documentation and informatics. Through it the national library is in charge of the functioning and developing the library and information system in Slovenia. The system consists of networks of public, university, special and school libraries. On one hand, the users' needs and demands, rationalization of the professional work and of purchasing the library material, and providing information on it resulted in connecting the libraries in the vertical direction. The main points in the vertical system are central libraries which connect the libraries within the same field (medicine, technical sciences, economics, etc.); these are either well functioning university libraries or special libraries. On the other hand, the horizontal conncetions were established in each region. The libraries of all kinds are connected within one region. Bigger and better qualified libraries are entitled by the Law of Librarianship to run the horizontal connections. The final aims of these connections are: ensuring the flow of information about the material available, and ensuring the optimum access to the complete material at each individual point of the system. The explosion of information, the increasing number of publications and the development of communicational technology enables the libraries to meet the users' needs and demands, which grow every day, even in such a small country as Slovenia is. So, there is no doubt that the function of connecting the

libraries in one system, which the Law of Librarianship entitles to the national library, is of great importance. Namely, it improves the library and information system.

Therefore the national library:
changes the national bibliography in the basic bibliographic information tool, and what is more, the national bibliography becomes a catalogue information element of the library and information system; and, it changes the card and the automated union catalogues in the shared data bases – called cooperative computer-based catalogues – and all that in a close connection with the national bibliography, especially, in the authority file;
makes the technological basis and capacity of the system firmer and stronger by new and additional hardware;
developes and improves the software of the library and information system in all departments of library work with a direction to distributive processing and modular completion;
is in charge for the permanent education of the librarians, for their work in the changed professionals and organizational conditions, by preparing special programmes and constantly available advisory service.

Conclusion

The triple function of the Slovene national library certainly results from the conditions of its environment. No doubt, it has always fulfilled the tasks entrusted to it by this environment. The historical and the modern circumstances are those of a nation with small population but relatively intensive cultural, educational and developing ambitions.

The concentration of the library material, more professionally conscious library workers and the support of the University in the past have all together entrusted the library with the considering and undertaking the obligation of developing, expanding and establishing its professional acitivies.

The further development should go in the direction of a policentric system of all kinds of libraries:

- university, faculty and department libraries (at two Slovene universities there are 66 of them),
- public libraries (in 60 communes of Slovenia there are 60 libraries with 210 branch libraries and 343 bibliobus stops),
- school libraries (the number of the primary and secondary school libraries is 155),
- special libraries which operate within institutes, companies, etc.

Reasonable and rational development of the library and information system has been encouraged by the national library itself with its understanding of its own activities. Reciprocally, this has led to establishing and explaining the meaning of the triple function of the Slovene national library. The three functions cannot be separated, on the contrary, they constantly supplement each other.

The Threat of Illiteracy in Developing Countries: Challenges and Reality

Prof. N. G. Naidu
Head of Dept. of Library & Information Science, Sri Venkateswara University, Tirupati, India

Abstract
The survival, advancement and greatness of any nation depends on the quality of its people. One contributing factor toward this end is education. In the developing countries the magnitude of illiteracy is so alarming it is affecting the progress in many directions. One way of bringing out a change in the situation is to start literacy programmes through adult education programmes. But there are many hurdles in the way. To name a few-fatalism, poverty, psychological barriers etc. The problem cannot be solved except on a war footing. This calls for unswerving political will and public awakening. Provision must be made for massive financial resources. To have durable results the literacy programmes must give due importance to the production and distribution of the reading materials through a network of public libraries.

> "Tomorrow's illiterate will not be the man who can't read, he will be the man who has not learnt how to learn"
>
> *Herbert Gerjuoy*

No nation can survive not to think of advancement if timely attention is not paid to improve the quality of it's people. It has been universally accepted that the quality of people should be improved so as to become an active partner in the process of development. Investment in physical capital is important, but investment in human capital is much more. In the words of Galbraith "Investment in human being is a prima facie as important as investment in material capital".[1]

Threat of illiteracy

It is an established fact that an illiterate person is not contributing his mite to the development of the nation. Indeed literacy is often used as a measure of socio-economic advancement of a nation.

The evils of illiteracy need not be overemphasized. The Royal Commission was right when it said that "we desire to emphasize that illiteracy presents the most single formidable obstacle to rural development". Illiteracy is a big threat even to the dignity of human race. "If we want to live in a united world, we cannot allow this most unjust of all frontiers that divides those who can read from those who cannot. Millions of men and women live in implacable dungeons of ignorance".[2]

Vicious Circle

The collossal magnitude of illiteracy and the rapid growth of population, appalling poverty are some of the major problems threatening majority of the less developed countries. These problems are interlinked in such a way that they not only maintain statusquo but also establish a cumulative down-ward movement. It is this cause and effect of these problems that holds the less developed countries in a vicious circle.[3]

23

Retarding factors

Some of the developing countries have made a serious beginning through adult education programmes in the direction of eradicating illiteracy. But they could not make any headway owing to several retarding factors. Myrdal describes the situation thus "People's attitudes to work and life hardened by stagnation, isolation, ignorance and poverty and underpinned by tradition and often religion are frequently found inimical to change of any kind".[4]

a. Fatalism: People especially in the rural areas of the developing countries have high rate of contentment. They not only reconcile with the pangs of poverty, but find solutions at higher philosophical planes. They think that there is little which can be achieved through effort. The excessive fatalism undermines their conviction in their own competence. Their aspirations to strive for a standard of living are weak. Generally lower the level, the more static the aspirations are to be. Many consequences flow from this phenomenon of "limited aspirations".[5] In economic jargon the "demonstration effect" is weak. Unless a man feels the desire to have a more material wealth through emulation of social superiors he will not be interested in education.

b. Poverty: One of the primary factors is poverty. It is true that poverty stricken is more worried about where his next meal lies rather than attending school or literacy programme. To him education is a luxury.

c. Attitude to Education: There is a dislike for manual work and this affects why people approach education and the use they make of it. The notion that education is valuable because it affords an avenue of escape from manual work cannot be regarded legitimate from the development point of view. Many feel that one alone is education which guarantees them a certificate, an ornament. They suffer from what Dore calls "a diploma disease".

d. Psychological: The factors responsible for low rate of growth in literacy clearly reveals that the adult lack motivation and the confidence that he is capable of learning. It has been observed that an average adult is obsessed with thought such as "It is difficult for me to learn", "I am too old to learn". Some people feel shy of sitting like school children and taking lessons from the full public view from those who are many years younger than them. Some others keep away from classes to avoid being openly recognised as illiterates.

e. Attitude of the Intelligentsia: The success of any programme in developing society depends on how the people from the higher strata view the poor and their plight. To many a person, the poor appear to an unnecessary evil and irrelevance to be thrown out and inconvenient presence, which is better put out of sight and out of mind and past that is never born.[6]

f. Heterogeneity: The countries with cultural unity and linguistic unity are amenable for quick changes. A developing country like India is a puzzle. The innumerable castes, ethnic and linguistic diversities and economic disparities is a formidable factor to reckon with.

Neutralization of Results

Inspite of the efforts in the spread of literacy, the results have been discouraging as the Indian case proves. While the literacy rate showed an upward trend from 9.5 per cent over the decade beginning from 1971, the number of illiterates increased by 82 millions over the same period, adding about 48 millions to the stock of illiterates. Nearly half of the men and three fourths of women are still illiterates.

According the estimate made by Lauback the achievements made in India in the eradication of illiteracy are nullified because of population explosion. He further says that India is even going down in literacy. He cites the following example to strengthen his line of argument. "A son is 10 per cent as old as his father; in 20 years he will be 55 per cent as old as his father; in how many years will he be as old as father". The answer is "never", for each gains

20 years. It is said that India is in the same plight of the son, for India's population gains five times.[7]

Reading Materials

The literacy drive should be backed up by the establishment of high priority for the production of reading materials a derived demand which is not cared for, with the result that the whole drive comes to a naught.[8] The most neglected aspect of the literacy programmes in the developing countries is the failure to provide suitable and adequate reading materials to the neo-literates. The net result is that the majority of them are relapsing to the net of illiteracy once again. While there can be a situation in which no reading materials are available, there are cases in which reading materials are of disinterest to the neoliterates. The production of reading materials in multilingual societies is costly, because they have to be prepared in several languages. Reading materials cannot be produced at all in certain languages because they have no established scripts.

A broad definition is necessary

The literacy programmes in developing countries well deserve criticism from another angle. There is an erreaneous thinking among the educators that the end of these programmes is to enable the illiterate person to decipher words in a textbook. A totally new departure from the narrow confines has to be attempted. The aim should be to help the illiterate to become better integrated into this environment, to have a better grasp of life, to enhance his personal dignity, to have access to sources of knowledge which he may personally find useful, to acquire the know-how and the techniques he needs in order to lead a better life. Only an overall life-long education can produce the complete man. There is nothing like acquiring knowledge once for all.[9]

Adult education from the UNESCO's perspective is now seen as an integral part of life-long education, as part of global pattern, including education for the youth, whether formal or informal and enabling all persons to learn anew at all stages of life.[10]

Integrated Approach

One could notice a strong bondage among illiteracy, over population and poverty. Though each one of them is amenable to solutions, the time taken is considerable and the results obtained are not durable. An integrated approach to tackle all these problems by fusing and integrating efforts on all the three fronts of illiteracy, over population and poverty is imperative. Such a linkage should be clearly spelt out in incorporated into the overall development plans of the developing countries.

Provision of Public Libraries

Another dimension of the problem that derserves our attention is the provision of public library services as an integral part of the literacy programmes. It would be ideal if the programmes are started in the library itself because of certain inherent advantages. Those attending literacy classes get acquainted with the reading materials which will help them to continue the learning life-long. But unfortunately the public system in most of the developing countries is not yet established. Therefore, it is necessary that along with the literacy programmes, efforts should be made to build a network of public libraries to avoid the wastage of efforts.

It should be a Movement

The literacy drive must have the character of "movement", as a "campaign"; otherwise its chance of success are scanty. History unfolds that certain conducive environments have hel-

ped to launch the literacy programmes and to reach fruition stages. It is said that only the revolutionary regimes have been the only ones capable of organising successful literacy programmes. Soviet Union, Cuba have given high priority to the eradication of illiteracy because teaching people to read and write would awaken consciousness and stimulate participation in the political process. Many of the developing countries who have been liberated from foreign rule have failed to convert the situation into a movement for the organisation of literacy programmes. Tanzania presents another classical example to achieve literacy with myriad complexities. This was made possible because of a strong political will as could be seen from the stress laid by Julius Nyerere when he said that "the development is the development of man". It was the same political will that helped Ethiopia to reduce the illiteracy from 93 per cent to 45 per cent in a matter of six years.

Big push theory

The magnitude of illiteracy is so alarming, that spreading the scanty resources at too many places does not produce concrete results. Proceeding bit by bit also does not lead us anywhere. "Proceeding bit by bit will not add up in its effect the total of single bits. There is a minimum level of resources that must be devoted to a .... development plan if it is to have any chances of success".[12]

In the ultimate analysis it can be said that piecemeal efforts do not help in the total eradication of this evil. Simultaneous action should be initiated on all the front to produce effective and durable results. The political will combined with public participation are the basic requisites. Production of reading materials and distribution of them through public library systems can save the wastage of precious resources.

References

1. Galbraith, J.K. The Affluent Society. Houghton Miffin, 1958, 273.
2. *UNESCO Bulletin for Libraries*. 22, 137.
3. Khajapeer, M. "The Vicious circle of Illiteracy, Overpopulation and Poverty". *Indian J. of Adult Education*, 37 (1976), 2.
4. Myrdal, Gunnar. Asian Drama. Harmondsworth, Penguin Books, 1968. UIU
5. Nair, Kusum. Blossons, in the Dust; The Human Element in India's Development. London, Gerald Duckworth, 1961, 192–3.
6. Naik, J.P. "Some perspectives on Non-formal Education" *Indian J. of Adult Education*, 37 (1976), 8.
7. Lauback, Frank C. India shall be literate. Nagpur, National Christian Council, 1940, 1.
8. Myrdal, Gunnar. An International Economy. London, Routledge and Kegan Paul, 1956, 186.
9. UNESCO. Learning to be; The world of Education today and tomorrow. Paris. UNESCO, 1972, vi.
10. Brown, Lalage. "Adult Education, Concepts and Trends", *Indian J. of Adult Education*, 48(1987), 21.
11. Myrdal, Gunnar. Asian Drama, 1963.
12. Meir, Gerald. Issues in Economic Development. Delhi, Oxford University Press, 1984, 363.

Libraries as Partners in the Fight to eradicate Illiteracy in Sub-Saharan Africa

Kosi A. Kedem
Sub-librarian, the Balme library, University of Ghana, Legon, Accra, Ghana

Abstract

The paper examines the situation and the causes of adult illiteracy in Africa.

It argues that traditional public libraries have not succeeded to help eradicate adult illiteracy. It therefore suggests the establishment of special Adult Literacy Libraries which can effectively help in the fight against illiteracy.

The paper stresses the importance of stocking these libraries with suitable and adequate reading materials, made easily accessible to new literates at the village or rural community levels. Because of the poor economic state of African countries the paper urges organisations and institutions in developed countries to provide adequate funds for the establishment of Adult Literacy Libraries, which the paper considers the only sure way of helping the new literates retain their literacy.

Introduction

The key words in my title – *libraries*, *illiteracy* and *Sub-Saharan Africa* – are broad terms. My first duty in presenting this paper is therefore to explain the scope and context within which they are used.

I have used the word libraries to refer to Public libraries which are easily accessible to the general public, free of charge and in most cases financed directly by the central or local government. Many librarians refer to them as the "people's University".

The term illiteracy is used to mean the inability to read, write and handle simple figures. Inevitably the terms literacy and adult education feature prominently in the paper. Here adult education is looked at in the context of adult basic education under which we can consider not only the mere ability to read and write and handle simple figures but also functional literacy. Functional literacy, in this context, means literacy made "more immediately purposeful by combining the teaching of reading with the teaching of another skill, in a programme related to a given community in a given environment and to a given economic and social development plan."[1] The paper is limited mainly to adult illiteracy – that is the population of 15 years and above and which is catered for mainly through non-formal education programmes.

As for the term Sub-Saharan Africa it is used to refer to that part of Africa which excludes the Arab states of the North and the Apartheid Republic of South Africa. This region is also called "Black Africa" or "Africa-South of the Sahara".

Universality of illiteracy

It may be relevant to point out at this point that illiteracy is not a problem peculiar to Africa. It is a universal problem and even Europe and America are not free from this scourge. In the September 25 th, 1989 issue of the Newsweek an article titled "When Europeans can not read" reported that:

> "16 million Europeans are illiterates. In Portugal 20% of the population 15 and older is unlettered. Among women in rural Greece the figure is sometimes as high as 45%."

In order to arrest this embarrassing situation the European Commission has planned to declare 1990 the "European Book and Reading Year".

In the United States 0.5% of the population (15+) is illiterate. But the situation in Africa is something else. It is just aggravating.

The universality of the problem has compelled Unesco to declare the year 1990 "the International Year of Literacy". And to focus the whole world's attention on it an international education conference on the theme is being organised in March, 1990 in Bangkok by Unesco in collaboration with UNICEF, UNDP and the World Bank.

The situation of adult illiteracy in Sub-Saharan Africa

Illiteracy in Africa constitutes a serious socio-economic and political problem. Unesco declares that 54% (average) of Africans can not read and write. The figure for some individual countries is as high as 90% or more. This statement is better appreciated when Africa is compared with other developing continents.

Table 1

Continent	Year	Total pop'n	Illiterate % Men	Illiterate % Women
Africa (Minus Arab States)	1986	437 m	63.4	83.7
Asia (Minus Arab States)	1986	2,795 m	37.0	57.7
Latin America & the Caribean	1986	410 m	19.9	27.3

Source: (Year and Total Population) Unesco Statistical Yearbook 1988 (Illiterate population rate) Projected Average.

Table 2

Country	Year	Age Group	Illiterate Population
Ghana	1970	15+	69.8
Tanzania	1978	15+	53.7
Benin	1979	15+	83.5
Mozambique	1980	15+	72.8
Senegal	1974	15+	90
Cote d'Ivoire	1974	15+	80
Togo	1974	15+	88
Nigeria	1980	15+	70
Burkina Faso	1975	15+	91.2

Source: Unesco Statistical Yearbook 1988.

The figures speak clearly and loudly for themselves. But one needs to be in Africa to have a real feel of the situation. Illiteracy can be seen and felt in the streets, work places, and in the homes. It is a desperate situation. Illiteracy is the "malaria" of the mind and just as malaria

has defied all attempts to eradicate it illiteracy has also refused to be eradicated. In fact like malaria illiteracy is on the increase.

For instance in the early 1960s Ghana's adult illiteracy rate was about 50%. In 1989 it was estimated at 70%. This pattern in Ghana is repeated, without exception, in every Sub-Saharan African Country. The similarity between malaria and illiteracy is so striking that I deem it necessary to quote substantially from the Newsweek of January 1st, 1990 from an article headed "The Unstoppable disease: Resistant Strains of Malaria Plague Africa".

"The battle against malaria in Africa sounds a bit like the plot of a science fiction movie. Scientists fighting fatal parasites that invade the human blood stream, find a drug to combat the intruders. For more than 20 years the new medicine – chloroquine – works well. But then the doctors find that some of the parasites have mutated into new forms that resist the drug... And now the same tragic story is playing out in Africa where as many as a million people – mostly children and pregnant women – die of malaria every year".

This description fits illiteracy perfectly and we can equally conclude that "And now.. millions of children are "maimed" mentally every year in Africa". Unesco estimates that 20–25 million children "graduate" every year into adult illiterates in Africa. It is also interesting to note that the majority of illiterates are women (also the major victims of malaria) See the table below: This also goes to prove that there is a strong relationship between illiteracy and disease.

Table 3

Country	Year	Illiterate % total	Male	Female
Ghana	1970	69.8	56.9	81.6
Benin	1979	83.5	74.8	90.5
Tanzania	1978	53.7	37.8	68.8
Mozambique	1980	72.8	56.0	87.8

Source: Unesco Statistical Yearbook 1988.

What then are the causes of illiteracy in Sub-Saharan Africa?

Causes of adult illiteracy in Sub-Saharan Africa

The causes of adult illiteracy are many but I will concentrate on only the major ones – that is the socio-historical, and economic causes.

Socio-historical causes

A glance at the socio-historical causes may appear to be an over simplification of the issue. But a deeper analysis reveals that they are powerful underlying causes of Sub-Saharan illiteracy. Illiteracy in Africa was not a problem as such prior to the advent of the Europeans and the Arabs. This was because the whole society was one big "school". Education was carried on by means of socialization. Teaching and learning were done by one generation passing on its values, norms, culture, history, religion to the next generation. This was done by word-of-mouth, by example or by way of behaviour. In the homogeneous African society specialised professions like blacksmithery, priesthood, and trading were transmitted mostly from parents to their children through an apprenticeship system or through a system some describe as the "pupil sitting at the feet of the master".

In the traditional or "preliterate" society there were no "school drop-outs" therefore there was no "illiteracy". Here there were no physical institutions called libraries as we have it

today. The whole society was the repository of information and knowledge. Parents were the transmitters or disseminators of knowledge. The aged-grey-hair-man was the symbol of wisdom and the society's memory databank. In some societies there were special families which were the traditional oral historians and story tellers. An example of this is the Griot of Mandika and Wolof of West Africa. Hampate Ba says of these Griots that whenever any of them dies "a whole library dies with him".[2]

The arrival of the European drastically changed the way of life of the African. This factor was the first cause of illiteracy as we know it today. This is because the whiteman superimposed his way of life and culture upon that of the African. To understand the whiteman's new culture – his way of life, his religion, the marvels of his science and technology, and of course, his government and language – the African now had to acquire the 'magic' of writing and reading. To do this a new system of education – the formal school system – was introduced by the missionaries, the merchants and later on the colonial government. For instance the whiteman's system of healing consisted of a vast body of knowledge and to master this knowledge implied going to school. The same was true for acquiring mastery of the whiteman's system of government, teaching and agriculture. The African who acquired the skill and mastery of reading and writing through the alien education system – either formal or non-formal – became known as an educated or literate person. The one who failed to acquire the skill of reading and writing now became an illiterate. The phenomenon of illiteracy is therefore traced, in the first place, to the advent of the whiteman and the introduction of his alien educational system.

Economic and political causes

The economic and political causes are the substantive causes of illiteracy. The alien educational system is a very expensive system to operate. It needs building schools, training teachers, providing books and stationery, transportation, housing, libraries and many other things. Economically Sub-Saharan African states do not have enough human and financial resources to provide adequate schools. The result is that every year the school system produces many dropouts who graduate into adult illiterates. The following sample statistics illustrate this point clearly.

Table 4

Country	Level of Education	School enrollment		Year	Dropout Rate
		1984	1985		
Ghana	1st	1,464,624	1,410,718	1984	713,432
	2nd	751,192	749,980	1985	660,738
Congo	1st	458,237	475,805	1984	255,329
	2nd	202,908	222,633	1985	253,172
Togo	1st	454,209	462,858	1984	363,344
	2nd	90,865	97,977	1985	364,881
Kenya	1st	4,380,232	4,702,414	1984	3,847,161
	2nd	533,071	457,767	1985	4,244,648
Tanzania	1st	3,494,469	3,169,759	1984	3,409,015
	2nd	84,454	94,394	1985	3,075,365

Source: Unesco Statistical Yearbook 1988.

The drop-out rate between the 1st level and 2nd level of education is so staggering that the figures quoted may appear unreasonable. Unfortunately, however, the figures portray the true situation of education in Sub-Saharan Africa. In fact the figures for children of school going age who do not go to school or do not have access to education could even be more frightening.

The reason for this disarming picture of education is mainly economic. The New Statemen and society, vol. 2 no. 49, 12th May, 1989 reveals that Africa is virtually in a state of collapse, economically. From the 1980's 20 African nations had economies that remained stagnant or declined. Per capita Gross Domestic Product (GDP) in Sub-Saharan Africa declined by 3.6% in the first half of this decade, and 5.1% in 1987 alone. According to the World Bank per capita GDP is less now than it was in 1973. So not only have 22 years been wasted but *de-development* has occurred. As if this economic disaster were not enough, an IMF – World Bank condominium has been imposed over most of Sub-Saharan Africa under the guise of providing aid. In 1986 and 1987 the net transfer of resources from Sub-Saharan Africa to IMF was close to $1,000 million ($1 billion).

By 1989 Africa's debt totalled about $300,000 million ($300 billion). The result is that some of these countries spend as much as 60–70 percent of their Gross National Product (GNP) to service external debts. In those African countries, and now there are about 30 of them, where biting IMF Economic Readjustment Programmes (ERP) are being undertaken the IMF has forced them to remove almost all subsidies on education. In addition to the huge debt they have to service African countries are also victims of the unjust economic order of the world. According to the Head of State of Ghana, Flt. Lt. J.J. Rawlings,[3] between 1986 and 1988 Africa lost $50,000 million ($50 billion) because of falling commodity prices. As an example he cited the case of cocoa whose price fell from £3,000 per ton in 1977 to just £600.00 in 1989.

While prices paid for African exports go down drastically the prices paid for goods imported from the industrialized countries continue to rise sharply. And to make things worse the population of Africa keeps on growing at an alarming rate of 3% (average) and this has also affected adversely the growth of the economy. With this appalling economic picture it is apparent why no serious and sustained steps are taken to tackle the problem of adult illiteracy in Sub-Saharan Africa. The truth is that African governments may have the will to eradicate adult illiteracy but they do not just have sufficient funds to do so.

With this serious economic handicap it is evident that adult illiteracy can not be eradicated in Africa by the year 2,000 AD. It can however be reduced substantially with clear cut adult education policies and good management of scarce resources.
Here I agree with Manzoor Ahmed when he said:

> "The best contribution that a developing country can make to International co-operation in literacy is to set clearly its own goals and purposes and make the most determined effort to reach these goals."[4]

The role that libraries have played or can play in reducing the incidence of adult illiteracy is the topic of our next discussion.

The role of public libraries

The traditional public library system in Africa has not been able to satisfy the needs of providing adequate and suitable reading materials for the new literates. 75% of Africa's population lives in rural areas and yet most of the public libraries are sited in urban areas, either in the national, regional or district capitals. The table below shows the distribution of population in some selected African countries.

Table 5

Country	Year	Illiteracy population		Rural population % of Total Pop'n
		Category	Pop'n	
Benin	1979	Total	1,418,051	67
		Urban	467,463	
		Rural	*950,588	
Burkina-Faso	1975	Total	2,803,440	
		Urban	184,019	93.4
		Rural	*2,619,422	
Togo	1981	Total	927,712	
		Urban	160,398	82.7
		Rural	767,314	
Tanzania	1978	Total	5,058,986	
		Urban	426,752	91.5
		Rural	*4,632,234	
Ethiopia	1970	Total	16,137,500	
		Urban	1,040,000	93.5
			*15,097,500	

Source: Unesco Statistical Yearbook 1988.

Even when assessed as an urban utility the public library system has not made any meaningful impact on the population. Very few people have access to the collections and in many cases the public library users are either Primary or Secondary school students or pupils who are already literate and want to use the library to improve upon their school certificate or General Certificate of Education (G.C.E.) results or those who want to obtain these qualifications. Very few new literates even in the urban areas use the public library. This is so because in the first place these public libraries do not stock suitable reading material for the new literates. Secondly no conscious efforts are made to relate the public library system to literacy campaigns.

Such a move was made in Ghana in the 1950s and 1960s whereby public libraries were deliberately expanded to cater for the "Students" of the mass education programme initiated and pursued by the Nkrumah Government. During this period the public libraries tried to reach the remotest areas of the country through the use of mobile libraries and book-box services. This remarkable and popular policy was unfortunately discontinued after the overthrow of the Nkrumah regime in 1966. Similar outreach library services were attempted in other countries like Tanzania, Botswana, Eastern and Western Nigeria. But these libraries never had their souls in the exercise. Many of them sooner or later reverted to their traditional role of stocking books and waiting for the reader to come to them. At any rate most of the public libraries in Sub-Saharan Africa are poorly managed and stocked with limited reading materials which are not enough even for the literate population. As for the new literates, where they exist, they are mostly left on their own to fend for themselves. The result is that many of them usually relapse into illiteracy. The sad state of public library collections is shown in the table below:

Table 6

Country	Year	Collection	Registered Borrowers	Nat. Pop'n 1986	No. of books per person
Chad	1985	4,000	250	1.14 m	.000778
Congo	1984	70,000	13,550	1.79 m	.039
Cote d'Ivoire	1981	25,000	2,120	10,6 m	.00246
Ghana	1983	1,119,000	54,514	14.04 m	.0797
Kenya	1981	511,000	97,387	21,16 m	.0241
Nigeria	1979	481,000	205,678	98.52 m	.0048
Tanzania	1983	428,000	114,415	22.46 m	.019

Source: Unesco Statistical Yearbook 1988.

Obviously because of their inadequacies and poor funding the public libraries in Sub-Saharan Africa have not done much to help the new literates to retain their literacy. Unesco has declared 1990 International Literacy Year. In doing so Unesco wants the attention of the whole world to be focused on illiteracy so that it could be wiped out by the year 2,000 AD. For Africa such a dream is "a bridge too far" to reach. Nevertheless the scourge can be reduced by then if African governments tackle the problem with seriousness and a sense of purpose. During this decade public libraries must review their policies and procedures. They must go missionary – that is go after the readers instead of waiting for the readers to come to them. They must renew and increase their collections so that they could cater for new literates as well. African governments must be prepared to allocate more money to their public libraries and give them a purpose to enable them contribute meaningfully to the fight to eradicate illiteracy. But if public libraries can not give up their traditional roles, if they can not provide adequate and suitable reading materials to the new literates then there must be an alternative library system to cater for the new literates.

In Ghana, for instance, where the public library system has stagnated and has not been able to rise to the challenges of the time many institutions and organizations are establishing their own libraries, libraries which would normally be under the Ghana Library Board. For instance the Ghana National Commission on Children is establishing *Children Park Library Complexes* all over the country. The National Service Secretariat, having realised the dearth of suitable libraries for school pupils, has embarked upon the establishment of *Community School Libraries* all over the country. In the same vein organizers of literacy campaigns need not wait for the traditional public library to provide their needs. They can by-pass it and establish their own adult literacy libraries to serve their "students"and graduates.

Alternatives to public libraries

Adult Education practitioners and policymakers should support their activities with suitable and adequate reading materials. That is if they do not want their 'students' to relapse into illiteracy. I can identify two alternatives:

1. The setting up of publishing houses to turn out cheap and plentiful suitable reading materials which can be distributed free of charge to new literates or sold to them at highly subsidised prices.
2. The establishment of adult literacy libraries to complement the existing moribund public libraries.

Publishing houses

One reason why people in Africa do not read much is that books are scarce and very expensive. The average price of a novel, say in Ghana, is about 8 times the daily minimum wage of the worker. The average price of a novel is 1,500 cedis ($5.00). (The current auction rate of the cedi to the dollar is 305). Even the avid literate reader will not dare touch such a novel. Such a novel apart from being too expensive is also not a suitable reading material for the new literate. The major problem which confronts the new literate in most African countries is that he does not have access to suitable and cheap reading materials. In Europe and America for instance, publishing houses churn out cheap and affordable throw-away paper backs and magazines. In Africa books are a *luxury*, in fact, to such an extent that even the libraries can not afford them any longer. In the first place most of the books available in the bookshops are imported and they are therefore, as a matter of course, very expensive. Very little publishing is done in Africa itself. Look at the sample statistic of book production in Africa:

Table 7

Country	General including children		Children Books		copies
	Year	Total (Titles)	Year	Total (Titles)	
Ethiopia	1985	227	1985	–	–
Gambia	1985	72	1984	10	N.A.
Malawi	1984	134	1984	2	91
Nigeria	1985	2,213	1985	41	N.A.
Tanzania	1984	363	1986	–	–
Zimbabwe	1986	353	1986	14	–

Source: Unesco Statistical Yearbook 1988.

The disturbing fact of the poor book publishing industry in Africa is clearly illustrated when one realises that the countries mentioned above are among the most "prolific" publishers in Africa. It is quite evident that very little reading goes on in Africa even among the educated population. It is a terrible waste of resources and time to train a person to read and write but be unable to provide him with any thing to read and write. African governments must tackle this shameful situation seriously if they must derive any benefits from their literacy programmes. Special printing houses should be established, using cheap paper, to produce *Primers* and *rural community newspapers*, primarily in the local languages for the new literates. Since the publishing houses and the bookshops can not furnish the new literate with his reading material, the new literate must turn to the library for salvation. This Salvation does not however lie with the traditional public library but with the adult literacy library.

Adult literacy libraries

Care must be taken when dealing with this topic. Planners of adult literacy libraries must be very clear in their mind what they want to do. The aims and the nature of such libraries must be carefully defined. If this is not done adult literacy libraries will end up the way of existing public libraries – fundless, stale and irrelevant to the needs of their clientele.

Concept

Adult literacy libraries should be built upon the concept that new literates should have cheap and suitable reading materials, easily, at their disposal. These libraries should be equipped

and managed in such a way that they can sustain literacy in the society. They should also be used by the governments as a basis for achieving the policy of "one man one book". They must also promote the reading habit for self development and leisure, and ultimately for national development.

Nature

Such libraries should therefore be community oriented. Every village should be encouraged to have or be provided with one. We may decide to call it a *Village Reading Room*, as in Botswana, or *Rural Libraries*, as in Tanzania, or *Community Resource Centre*, as suggested by Shirley Giggey in her book *Rural Community Resource Centres: A Guide for Developing Countries*.

The Tanzanian experience:[5]

In Tanzania simple village libraries are set up to provide various types of books suitable to new adult literates. Presently each ward in the Tanzanian mainland has been provided with a rural library centre. There were about 3,167 rural libraries by 1983. There are approximately 1,000 new literates to each existing library. Each of the rural libraries is expected to be stocked with 500 titles. Some of these books are purchased from commercial publishers but the rest are produced and supplied free by the Ministry of National Education through special writers' workshops. In addition to books special Zonal Rural newspapers are published and supplied to the libraries.

The libraries are supervised by the adult education coordinators who work under the Directorate of Adult Education of the Ministry of National Education.

The libraries are staffed with rural librarians called the "barefoot-librarians". They are recruited from school leavers who are given a two week induction training on basic library techniques. These bare-foot-librarians are recruited mainly from the locality and their training is designed in such a way that they do not feel qulified enough to migrate to the urban centre to seek "greener pastures".

These rural libraries are funded by international bodies like UNDP, Swedish International Development Agency (SIDA), Unesco and by the Ministry of National Education of Tanzania.

The Botswana experience:

The Village Reading Room concept is still in its developmental stage. Twenty Village Reading Rooms (VRR) were established in 1986. All were located in one district. Ten more are to be established, at least one, in each of the remaining districts. These VRR are established by the Department of Non Formal Education (DNFE) which is responsible for literacy programmes. The VRRs are created as part of post literacy services. They are to promote the reading habit, and to serve as cultural centres and a store for Botswana Literature. They are also to function as information centres and places where dance and discussion may take place.

They are manned by Reading Room Assistants (RRA) who are drawn from the community served. Just as in Tanzania the RRA is a mere school leaver who is recruited and given a short course in the management and organisation of Reading Rooms.

Kay Reseroka[6] laments the fact that "the need for the library service in Botswana to address the issue of literacy and make its services accessible to the majority of its population had been discussed without successful implementation". He points out that the Village Reading Room (VRR) users turn out to be mainly primary school students. He concludes by observing that "the VRR as it exists at present seems to be a replica of the public library in the urban centres perhaps reduced in scale". He however put forward a number of suggestions which

will allow the VRR to play their proper role. Some of his suggestions are that:

i. The VRR should address rural development based on the understanding of the information needs of the community it serves.
ii. Linkages should be formed with museums educational activities.
iii. VRRs should be provided with electricity to allow usage of audio visual based information services, and information collection from indigenous sources on all spheres of activities in which rural societies engage in.
iv. VRR should have facilities to replay popular broadcasts for the community at large.
v. VRR should have a radio set to allow access to broadcasts covering information on agriculture, health and social welfare.
vi. Above all the VRR should function as an information centre and a forum for exchange and debate of issues affecting the lives and individuals, between the government personnel and community.

Shirley Giggey's rural community resource centres (RCRC)

These Rural Community Resource Centres are built on the same concept as the Village Reading Rooms of Botswana and the Rural Libraries of Tanzania. Giggey defines a Rural Community Resource Centre as:

> "a place where members of a community can find information about subjects of interest to them; take part in learning acitivities; discuss and share knowledge, information and concerns with extension and other community workers, planners and administrators; *find materials to help them retain their literacy and numeracy skill;* meet to organise and work together on community projects; use equipment to produce their own information materials; and enjoy cultural and leisure acitivities".

She contends that most often rural areas in developing countries are deprived of information and reading materials. The result is that they tend to lose whatever reading skills they have acquired. She argues that the only way for rural communities to overcome this problem is to establish their own Resource Centres. I personally find Shirley Giggey's book *Rural Community Resource Centres: A Guide for Developing Countries* extremely useful. It talks about how to set up a resource Centre, how to operate it, and even how to raise funds for such centres. Adult education practitioners and policy makers who wish to support their acitivites with libraries could gain a lot from Giggey's experience.

Conclusion

Funding of adult literacy libraries is central to their establishment and their ability to fulfil their objectives. Public libraries in Africa have become stagnant partly because they are seriously starved of funds. The point is clearly made that without support service like the radio, film vans, community rural newspapers, suitable, easily available primers and libraries adult education programmes need not be undertaken. Without these ancillary services the new literate will soon relapse into his illiteracy. And it must be made clear that of all the supporting institutions and services in adult education, libraries are the most important. This incontrovertible fact has long been recognised in Europe and America and therefore most of their adult education units are service by libraries.

So far adult education practitioners and policy makers in most of the African states have completely neglected libraries and have left them out of their scheme of things. All their efforts and the huge amount of money being pumped into their literacy programmes have been and will continue to be of little consequence so long as they fail to make suitable reading materials available to their new literates through a well conceived rural library system.

Many African countries can not bear the cost of establishing such libraries. It is here that international aid, both governmental and non-governmental, is urgently required. Already organisations such as the Swedish International Development Agency, UNDP/Unesco, International Council for Adult Education, German Foundation for International Development (DSE), Canadian Organization for Development through Education (CODE), and many others are helping. This paper wishes to appeal to these donors that their aid should be extended to the establishment of rural, community or village adult literacy libraries. Because these libraries are or should be seen as the backbone to the success of the literacy programme.

The appeal of this paper will, however, not be complete unless it is extended to IFLA. For a long time IFLA has not been very active in the field of adult education in Africa. It has not done much to help libraries in Africa. This is therefore an appropriate time, the International Year of Literacy 1990, for it to give its support to the establishment of adult literacy libraries in Sub-Saharan Africa to help fight the scourge of illiteracy.

References

1. Lalage Bown. Scope and purpose of Adult Education in West Africa. *In* Lalage Bown and S.H. Olu Tomori (eds.). A Handbook of Adult Education for West Africa. London: Hutchinson and Co., 1979. pp 13–42.
2. *Afrika*. vol. 30, Nos. 11-12, 1989. p. 34.
3. Ben Ephson. Rawling's eye red. *West Africa* 15-21 January, 1990. p. 48.
4. One Billion Illiterates... Report and Extracts from Papers of an International Seminar on Cooperating for Literacy. Berlin, October, 1983. p. 3.
5. Ibid. pp. 49-67.
6. H. Kay Raseroka. Libraries and Rural Development: Village Reading Rooms in Botswana: A Paper Presented at IFLA General Conference and Council Meeting, Paris, 1989.
7. Shirley Giggey. Rural Community Resource Centres... Basingstoke: Macmillan, 1988.

Un outil de transfert des connaissances entre le Nord et le Sud: la Banque internationale d'information sur les États francophones (BIEF)

Suzanne Richer
Directeur de la BIEF, Conférence des chefs d'État et de Gouvernement des pays ayant en commun l'usage du français

Résumé
L'aménagement documentaire des pays du Sud est étroitement lié au transfert des connaissances Nord/Sud et Sud/Sud. La Conférence des chefs d'État et de Gouvernement des pays ayant en commun l'usage du français (ou Sommet francophone) a reconnu l'importance vitale du secteur de l'information scientifique et technique (IST) pour les pays en développement décidés à se doter de moyens leur permettant d'utiliser pleinement les ressources de l'informatique et de la télématique sans lesquelles une société moderne se trouve totalement en marge de la compétitivité scientifique, technique et économique. La Banque internationale d'information sur les États francophones (BIEF) et un de ces outils voués au transfert des connaissances.

Les chefs d'État et de Gouvernement des pays ayant en commun l'usage du français ont reconnu, dès le premier Sommet francophone tenu à Paris en février 1986, l'importance vitale du secteur de l'information scientifique et technique (IST) surtout pour les pays en développement. Conscients des lacunes techniques et technologiques de leurs environnements documentaires, les pays de la Francophonie du Sud ont exprimé, depuis plus d'une décennie, leur volonté de se doter de politiques et de systèmes documentaires d'une part et d'autre part, de se donner les moyens d'utiliser pleinement les ressources de l'informatique et de la télématique sans lesquelles une société moderne se trouve totalement en marge de la compétitivité scientifique, technique et économique.

Créer, restructurer, moderniser des installations documentaires exigent une volonté politique ferme s'appuyant sur un programme à long terme et sur les connaissances et l'expérience des professionnels du domaine. Il est reconnu dans tous nos pays, et c'est peut-être encore plus évident dans le Sud, que les décisions politiques ponctuelles en matière d'information et de documentation, tendent à paralyser la coordination documentarie nationale en favorisant la création de monuments documentaires «politiques» ne répondant pas à des besoins précis; ces institutions politiques sont des projections d'influence qui assèchent et dévient, à leur profit, des financements importants au détriment des bibliothèques déjà en place qui devraient être enrichies par les gouvernements. Cet état de stagnation déprime les professionnels qui se voient relégués dans des fonctions parallèles et contribue à la fuite des cerveaux que connaissent les pays du Sud. Sans professionnels formés, motivés et reconnus, il est fort à craindre qu'un gouvernement, si fort soit-il, puisse mettre en place des infrastructures, des politques et des systèmes documentaires efficaces, efficients, rentables, modernes et autonomes.

Il est donc évident que le succès de la structuration de la gestion documentaire dans les pays en développement depend (1) de principes liés au partage des ressources pour un accès élargi à l'information et à la documentation, (2) de l'harmonisation des normes techniques

et professionnelles en vue d'une collaboration accrue et (3) du développement de modèles documentaires favorisant l'autonomie documentaire des États. Mais cette structuration de la gestion de l'information scientifique et technique (IST) est surtout intimement liée au renforcement de la formation et du perfectionnement des professionnels. Tel est le sens de la recommandation déposée par le Groupe de travail international sur la structuration des systèmes de gestion documentaire des pays du Sud auprès du troisième Sommet francophone qui s'est tenu en mai 1989 à Dakar.

Le transfert de la technologie ne peut se faire qu'accompagné d'un transfert des connaissances reconnaissant le respect des cultures. Les transferts des connaissances, d'information et de documentation entre le Nord et le Sud sont choses courants; les échanges documentaires Sud/Sud sont aussi une réalité avec laquelle les pays du Nord doivent composer. Cette nouvelle force documentaire contribue à la synergie de l'information.

La Banque internationale d'information sur les États francophones, la BIEF, est un de ces outils voués au transfert des connaissances. La BIEF est née d'une recommandation du premier Sommet francophone (Paris, 1986).

Initiée par la Canada et mise en oeuvre par une équipe de bibliothécaires et de bibliotechniciens du Secrétariat d'État du gouvernement canadien, la BIEF[1] a été développée avant tout comme une base de données bibliographiques recensant les documents portant sur tous les États membres du Sommet. Suite à la deuxième Conférence des chefs d'État et de Gouvernement (Québec, 1987), le mandat de la BIEF a été élargi pour transformer cet ensemble descriptif et statique en un réseau de ressources humaines, documentaires et technologiques axé sur la communication, la liaison et le transfert de l'information et de la documentation appelé à fonctionner dans un cadre de mise en commun et de partage des ressources. Un dynamisme et une synergie se sont rapidement installés au sein du réseau de partenaires de la BIEF; d'ailleurs, c'est ce réseau de plus de 150 partenaires de tous les coins de la Francophone qui génère les échanges d'information et de documentation et qui réalise le modèle documentaire particulier qu'est la BIEF. Le troisième Sommet francophone (Dakar, 1989) a conféré à la BIEF un rôle-clef dans la structuration et la modernisation de la gestion des systèmes documentaires des pays en développement.

La base de données BIEF

La base de données se bâtit à partir des extractions des fichiers des unités documentaires de la Francophonie. À l'heure actuelle, environ 150 bibliothèques (nationales, universitaires, administratives, gouvernementales, spécialisées) du Nord et du Sud ont contribué plus de 300 000 notices bibliographiques dont la moitié a déja été traitée. Les 40 000 notices uniques (résultat du traitement de cette cueillette) signalées dans la banque sont collectives, c'est-à-dire qu'elles portent les indications des codes de localisation des unités documentaires propriétaires des documents. Cette particularité de la base de données BIEF permet l'opération d'un système de livraison des documents et favorise la circulation de la documentation au sein de la Francophonie.

L'objectif premier de cette base de données est «... de recenser toutes les informations bibliographiques concernant les États membres du Sommet francophone et de restituer ces informations aux pays concernés». Cette philosophie vise à stimuler la «construction» de catalogues nationaux et de bibliographies nationales dans les pays du Sud, car il faut se rappeler que les pays en développement n'ont pas accès à l'information documentaire les concernant et plus est, non évidemment pas copie des documents primaires.

Le mandat de la BIEF a été élargi, par décision du deuxième Sommet, pour inclure la restitution des documents sous forme de copies originales ou encore de reproductions sur des

supports modernes et variés. La BIEF contribue donc au rapatriement du patrimoine culturel des pays en développement.

Des 40 000 notices bibliographiques, 25 000 sont en accès direct (15 000 notices sont en attente de traitement et de saisie). Tous les États membres du Sommet ont accès à la BIEF depuis décembre 1987 sur le support de leur choix (microformes, fiches cartonnées, bandes magnétiques, etc). L'accès en direct, par télématique, demeure problématique à cause de difficultés techniques inhérentes aux infrastructures des pays du Sud et de la tarification télématique prohibitive. La base de données est mise à jour tous les six (6) mois. Elle est disponible sur demande et sans frais pour tous les États membres de même que pour toutes les agences et institutions contribuant des données bibliographiques. Elle est aussi diffusée à l'extérieur de la Francophonie aux organismes intéressés.

L'alimentation de la BIEF se fait en mode décentralisé. La co-gestion du traitement et de la saisie des données a été mise sur pied en octobre 1989 et elle est partagée par les huit (8) centres serveurs régionaux de la BIEF (Burundi, Côte-d'Ivoire, Gabon, Haïti, Maurice, Sénégal, Tunisie et Viêt-nam), une unité de traitement et de saisie auprès de PAGNIS[2] de même qu'une autre, au Canada, qui est responsable de la normalisation bibliographique entre tous les pourvoyeurs du réseau d'alimentation. La BIEF n'a jamais imposé de normes nationales canadiennes, mais s'est toujours greffée aux activités de normalisation internationales de l'Unesco. C'est ainsi que le format de communication mis au point pour le réseau d'alimentation de la BIEF est une adaptation du Format commun de communication (CCF) développé par le PGI/Unesco.

Les Centres serveurs

Avec l'élargissement du mandat de la BIEF (Québec, 1987), un réseau de centres serveurs a été mis en place. Un centre serveur se définit, selon la BIEF, comme «une unité documentaire du Sud, déjà opérationnelle, dont le mandat est élargi pour assurer une prestation régionale de services documentaires». Les centres serveurs sont au nombre de huit (8); ils ont comme responsabilité (1) d'assurer la coordiantion d'un réseau documentaire régional, (2) de participer à la co-gestion de la base de données et de (3) promouvoir les activités et les programmes de la BIEF. Une étude de faisabilité est en cours concernant la création de deux (2) autres centres serveurs (Madagascar et Zaïre). Les centres serveurs sont reliés par un réseau de télécopie et cette communication Sud/Sud est un pas important vers l'autonomie documentaires de ces pays.

Les programmes de formation

La BIEF assure deux (2) types de formation et de perfectionnement: le premier lié aux activités directes de la BIEF, par exemple la formation au format de communication, à la co-gestion de la base de données, etc. et l'autre répondant ponctuellement aux besoins spécifiques des partenaires de la BIEF et se traduisant par des prises en charge pour des séminaires et des ateliers de formation développés par l'École internationale de Bordeaux, l'Unesco ou des associations internationales comme la Fédération internationale des associations de bibliothécaires et des bibliothèques (FIAB/IFLA).

Pour valoriser les professionnels des sciences de l'information et de l'archivistique, promouvoir l'émergence d'associations nationales, contribuer à une meilleure gestion des associations professionnelles existantes, surtout pour les pays en développement, et enfin pout favoriser la mise en réseau des associations, la BIEF a procédé à la création de la Fédération des associations de bibliothécaires, archivistes, documentalistes des États membres du Sommet francophone (FABADEF) en août 1989.

Politiques et systèmes nationaux d'IST

L'organisation, par l'informatique, des informations assure une gestion rentable et optimisée de l'information scientifique et technique (IST). La mise sur pied de systèmes documentaires doit cependant tenir compte de l'environnement et des besoins. L'établissement de profils géo-documentaires pour le États membres du Sommet, par sept (7) experts du Sud, a permis à la BIEF, de proposer aux autorités compétentes du Sommet un plan de structuration et de modernisation des infrastructures documentaires des pays en développement. Ces actions sont établies en collaboration avec d'autres organismes internationaux ayant un mandat documentaire, comme par exemple l'Unesco.

Le Centre de documentation sur la Francophonie

La BIEF gère aussi un Centre de documentation sur la Francophonie qui recense, par dépouillement, les informations bibliographiques identifiant les publications de toute nature ayant un intérêt pour la Francophonie. Le Centre de documentation répond à des demandes d'information des cadres supérieurs de la Francophonie, constitue des dossiers ponctuels d'information sur des sujets d'actualité, compile des bibliographies et collabore à la production de répertoires spécialisés.

Les publications de la BIEF

La BIEF publie un bulletin d'information et de liaison, L'ÉCLUSE, tiré à 2 000 exemplaires et diffusé dans toute la Francophonie et auprès des institutions intéressées par ses programmes. Ce bulletin est à la fois, un bulletin d'information administrative, technique et professionnelle destiné aux partenaires de la BIEF et un outil de promotion qui contribue à faire connaître la BIEF, son réseau de partenaires, ses réalisations et ses attentes.

Des documents sériés de nature technique et informative sont préparés et distribués largement. Notons, entre autres, la 2e édition du *Répertoire des partenaires BIEF* paru en 1990 et la 2e édition du *Répertoire des sigles et acronymes en usage dans la Francophonie* qui vient tout juste de sortir. Cette liste est le fruit du dépouillement de la correspondance et des documents produits par les trois (3) Sommets francophones (Paris, 1986; Québec, 1987; Dakar, 1989) ainsi que de divers documents publiés sur la Francophonie qui ont été recensés ou déposés au Centre de documentation sur la Francophonie. Ce répertorie des sigles et des acronymes (environ 2 000) est particulièrement utile aux fonctionnaires de la Francophonie, mais il s'adresse aussi aux rédacteurs, traducteurs, terminologues et réviseurs de même qu'aux bibliothécaires et documentalistes qui ont souvent la responsabilité de décoder des sigles et des acronymes ou encore d'identifier le maillage entre certains organismes connus presque exclusivement par leur appellation codée.

La BIEF a aussi préparé des *Profils géo-documentaires des États francophones* afin de mieux saisir et d'évaluer avec pertinence les cloisonnements informatiques et télématiques limitant le transfert de l'information sur les axes Nord/Sud et Sud/Sud. La connaissance des milieux et des environnements documentaires permet d'identifier certains problèmes liés à la production et à la diffusion de l'IST. Tout en n'ignorant pas les carences de la production d'IST en français, la BIEF a concentré ses analyses sur les questions relatives à la diffusion, sur supports facilement transportables, de l'information et de la documentation et ce, à la demande du Sommet de Québec, qui recommandait l'élimination graduelle des barrières technologiques régissant les modalités de transfert de l'information. Les barrières télématiques et l'incompatibilité des matériels informatiques expliquent en partie cet état de choses. La connaissance de données techniques précises peut garantir, entre autres, la mise en cours de projets de structuration et de modernisation des installations et des services documentai-

res. Afin d'obtenir des profils techniques fiables, la BIEF a sollicité la collaboration de sept (7) experts qui se sont vus confier la responsabilité d'une étude des infrastrctures informatiques et télématiques dans les pays du Sud. Les sept (7) consultants, tous des experts du Sud, ont analysé une région géographique déterminée, découpée par eux et tenant compte des réalités politiques, économiques, géographiques et documentaires, par example, les partenariats documentaires naturels et fonctionnels. L'étude a porté sur l'identification des logiciels, matériels, réseaux documentaires et réseaux télématiques. Les *Profils géodocumentaires des États francophones* sont constamment tenus à jour et la deuxième édition du document vient tout juste de paraître.

Parallèlement, la BIEF a produit un *Profil géo-documentaire du Commonwealth* tenant compte du fait que six (6) États sont à la fois membres de la Francophonie et du Commonwealth et que des dénominateurs communs pouvaient être identifiés entre les deux blocs géopolitiques en matière d'IST. Cette étude a été publiée au début de 1990. La BIEF a aussi déposé un *Rapport d'activités 1986–1989 Paris-Québec-Dakar* auprès des instances supérieurs du Sommet francophone au début de l'année.

En conclusion, la philosophie et le modèle documentaires préconisés, par la BIEF s'appuient sur des enjeux liés à la complémentarité des mandats et des programmes des organisations internationales présentes au sein de la Francophone planétaire. Le programme de la BIEF offre des compétences et des expériences riches; cette réputation professionnelle et collégiale est mise à profit par des gouvernements et des organismes soucieux de mener à bien des activités ayant un volet documentaire. C'est ainsi que la BIEF est appelée a gérer des dossiers variés. Mentionnons entre autres: (1) l'établissement d'une base de données bibliographiques sur la gestion des grands fleuves du Zaïre, du Niger, de la Gambie, du Sénégal et du Cameroun et la mise en oeuvre d'un réseau régional d'information scientifique et technique sur la mise en valeur des voies fluviales entre ces pays; (2) la mise au point d'un système multilatéral d'information sur l'énergie dans l'espace francophone à la demande de l'Institut d'énergie des pays ayant en commun l'usage du français; (3) la compilation d'une bibliographie de la Francophonie nord-américaine à la demande du Secrétariat permanent des peuples francophones; (4) le détachement à mitemps d'une documentaliste auprès du Centre d'échange d'information de l'Unesco (Clearinghouse) pour l'étude des besoins des pays d'Afrique francophone; (5) la préparation d'un *Répertoire des banques/bases de données produites par les Sommets francophones* à la demande de l'Agence de coopération culturelle et technique (ACCT); (6) l'aide financière apportée au réseau PANGIS permettant l'adhésion des services géologiques nationaux de la Tunisie, du Tchad, du Zaïre et de Madagascar à ce réseau régional d'IST spécialisé.

Les investissments sont importants et il est dorénavant acquis que le pouvoir de payer des bailleurs de fonds du Nord s'amenuise tandis que les besoins des pays du Sud augmentent à un rythme accéléré. Comment faire dans un domaine comme la documentation où l'acquisition, le traitement et la diffusion de l'information coûtent si cher? Une réponse moderne: oeuvrer en réseau dans des contextes environnementaux d'échange de l'information et de partage des ressources documentaires. La BIEF est un maillon de cette imposante chaîne documentaire dont la force est reconnue.

1. Selon les dictionnaires, un bief est «un canal de dérivation conduisant l'eau jusqu'au moulin». Le sens figuré appliqué de la Banque internationale d'information sur les États francophones évoque la communication d'information et de données entre les pays. Le canal de la BIEF permet l'acheminement de l'information, matière vivante comme l'eau, à tous les pays du réseau francophone reliés par ce canal.
2. Réseau pan-africain pour un système d'informations géologiques.

Das Kalmarmodell: die Bibliothek als informatives und pädagogisches Werkzeug im Schulunterricht

Brigitte Kühne
Bibliothekschefin
Skolbibliotekscentralen
Stadsbiblioteket, Kalmar Schweden

Abstract

Seit 1977 arbeitet man in Kalmar, Schweden, zielbewusst daran die Bibliotheken (sowohl die Volks- als auch die Schulbibliotheken) in den Grundschulunterricht zu integrieren.

Man geht von dem schwedischen Lehrplan für die Grundschulen, Lgr 80, aus, und was dieser über die Bibliotheken und der s.g. „untersuchenden Arbeitsweise" sagt.

In dem s.g. „Barkestorpsprojekt" versucht man seit 2 Jahren den Lehr- und Lernprozess der Schüler wissenschaftlich zu untersuchen. Man beobachtet, wie die Schüler arbeiten, wenn man systematisch und bewusst die Bibliotheken in den Unterricht mit einbezieht, wie sie Probleme lösen, welche (Schul- und Allgemein-)Kenntnisse sie erzielen. Es wird ausserdem beobachtet, wie die Bibliothek in dem kognitiven Prozess interferiert und welche Rolle der Schulbibliothekar dabei hat bzw. haben sollte. Es ist ein Prozess, in dem man langsam einige sehr interessante Muster in dem Zusammenspiel zwischen Bibliothekare und Lehrer (wie es heute ist und wie es sein sollte) erkennen kann.

Rückblick

Schon in den 70-er Jahren gab es in Kalmar (an der Südostküste Schwedens, 55 000 Einwohner) interessierte Personen, die gerne die Bibliotheken in den Schulunterricht mit einbeziehen wollten. Die ersten konkreten Versuche, einen Bibliothekar am Unterricht einer Grundschule teilnehmen zu lassen, starteten 1977. Sie waren so erfolgreich, dass man 1978 ein Übereinkommen zwischen dem Schulamt und dem Kulturamt schloss, worin man eine Zusammenarbeit der beiden Verwaltungen vorschrieb, um auf diese Weise sämtliche Kinder im Alter von 7 bis 16 Jahren mit guter Literatur und mit Informationssuchen in der Bibliothek bekannt zu machen. (Alle Kinder in Schweden sind in diesem Alter schulpflichtig und besuchen die 9-jährige obligatorische Grundschule.)

1980 bekam Schweden einen neuen Lehrplan für die Grundschule, Lgr 80, der unter anderem vorschrieb, dass jede Schule eine Bibliothek haben, dass man öfter „untersuchend" arbeiten und von den früheren Erfahrungen der Kinder ausgehen sollte. Die Bibliotheken (sowohl die Schul- als auch die Volksbibliotheken) sollten als „erweiterte Lehrmittel" angesehen werden.

Was bedeutete das alles nun für Kalmar?

1982 wurde ein neues Übereinkommen zwischen den Schul- und Kulturämtern geschlossen, in dem man ziemlich konkret vorschrieb, wo und wie man zusammenarbeiten sollte. Man sollte:

- Personal (d h sowohl Bibliotheks- als auch Lehrerpersonal), Lokale und Medien gemeinsam nützen;
- die Ökonomie koordinieren;
- ein übergreifendes Dokument aufstellen, was man mit der Bibliothekstätigkeit bezweckte;

- für jeden Schulbezirk einen lokalen Schulbibliotheksrat einrichten, der u.a.einen lokalen Handlungsplan für die Bibliotheksarbeit in dem jeweiligen Schulbezirk aufstellen sollte;
- für die zentrale Zusammenarbeit im ganzen Stadtbereich einen zentralen Schulbibliotheksrat einrichten, sodass die Arbeit in den verschiedenen Schulbezirken gleichwertig wird.

Mit diesem Übereinkommen als Grund haben sich die Bibliotheken in den Grundschulen soweit „eingenistet", dass diese Arbeit jetzt als „das Kalmarmodell" in Schweden immer bekannter wird. 1988 wurde übrigens das oben gennante Übereinkommen zwischen den Schul- und Kulturverwaltungen vertieft und verstärkt.

Heute haben 6 von den 8 Schulbezirken (bestehend aus entweder nur einer oder aus mehreren, bis zu 5, Schulen) in Kalmar eigene Schulbibliothekare. (Mit diesem Begriff meine ich solche Personen, die an der schwedischen Bibiliothekshochschule ausgebildet worden sind und dort ihr Bibliothekarexamen abgelegt haben. Normalerweise hat man dann ein 4-jähriges akademisches oder Hochschulstudium hinter sich.) Allerdings hat keiner der Schulbibliothekare eine ganztägige Anstellung, sondern alle haben nur halbe oder dreiviertel Anstellungen. (Ich als Chefin bin jedoch ganztätig angestellt.) Für später müsste dies geändert werden, sodass zumindest jede Schule mit Oberstufe (Jahrgangsstufen 7-9) den ganzen Tag über Zugang zu Bibliothekaren haben.

Wie wir bis jetzt arbeiteten

Bis jetzt haben wir relativ traditionell in unseren Schulen gearbeitet. Wir haben insgesamt 22 Schulen mit etwa 6000 Schülern. Wir haben regelmässig die verschiedenen Schulklassen besucht und haben dort „Buchreden" gehalten um die Kinder mit alten und neuen (hauptsächlich belletristischen) Büchern vertraut zu machen. Für jede Jahrgangsstufe ist vorgeschrieben, wie oft sie die Schul- und/oder die Volksbibliothek besuchen soll um dort Bibliotheksunterricht zu bekommen. Wir fangen mit den Erstklässlern an, wo wir sie überhaupt erstmal mit der Bibliothek vertraut machen. Allmählich lernen sie wie die Bücher systematisiert sind, und wie man sich in der Bibliothek zurechtfindet. Wenn sie nach dem 9. Schuljahr die Grundschule verlassen, hoffen wir, dass sie soweit sind, dass sie von ihrem mitbürgerlichen Recht Gebrauch machen können (und wollen!) in jeder Situation den „Zugang zum freien Wort" zu finden.

Für die Jahrgangsstufen 6, 7 und 9 ist vorgeschrieben, dass sie einen Vormittag (3-4 Unterrichtsstunden) in der Stadt-(=Haupt-) Bibliothek „forschen" sollen. Die Kinder dürfen wählen, bezw. der Klassenlehrer kann bestimmen, ob sie „frei forschen" sollen, oder ob sie Fakten in irgendwelchen Schulfächern suchen sollen. Dieser Bibliotheksbesuch soll erst in der eigenen Schul- und/oder Filialbibliothek vorbereitet werden, damit die Schüler später vergleichen können, was sie an Material in der eigenen Bibliothek haben, und was sie von der Hauptbibliothek bestellen müssen. Da unser Medienbestand in Btj 2000 datorisiert ist (und die Bestände der Schulbibliotheken, mit Ausnahme der reinen Lehrbücher, darin integriert sind), ist es einfach das Material zu lokalisieren.

Wenn die Klassen die Stadtbibliothek besuchen, arbeiten wir natürlich auch systematisch mit den Kindern. Der Klassenlehrer und zwei Personen von dem Personal der Schulbibliothekszentrale (wovon einer möglichst der „eigene" Schulbibliothekar sein soll), betreuen die Schüler. Da die Bibliothek schon um 10 Uhr für die Allgemeinheit öffnet, müssen die Kinder auch lernen, auf andere Rücksicht zu nehmen. Bei der Introduktion, d. h. wenn sie kurz nach 8 Uhr morgens kommen, sind sie erstmal alleine im Haus, haben alle Datoren, alle Enzyklopädien, Lexikas, Nachschlagewerke usw. für sich, und das ist natürlich herrlich!

Wenn sie gegen 11 Uhr zu Fuss, per Fahrrad oder per Bus uns verlassen, hoffen wir, dass sie nicht nur Information zu einem beschränkten Thema, sei es nun über Wellensittiche oder

Kaninchen, Pyramidenbau in Ägypten oder den 2. Weltkrieg, gefunden haben, sondern darüber hinaus auch verstanden haben, *was* es alles in einer Bibliothek de facto gibt, und *wie* man dass alles finden kann. Nicht nur „Wissen ist Macht" (wie der englische Philosoph Bacon einst sagte), sondern auch, wie man heutzutage an das Wissen herankommt!

Wir selber haben übrigens auch sehr viel Spass an diesen „Forschungs"-vormittagen. Es ist manchmal unglaublich, was wissbegierige Schüler alles wissen wollen und auch finden können! Es ist aber auch anstrengend. Im vorigen Jahr besuchten uns 74 von 76 „möglichen" Klassen, und wir können natürlich nur eine Klasse per Vormittag entgegennehmen. Das bedeutet, dass wir manche Wochen *jeden* Vormittag durch Klassenbesuche „gebunden" sind. Wir finden jedoch, dass diese Arbeit so wertvoll ist, dass wir auf jeden Fall damit fortsetzen wollen. Wir sehen es auch als ein demokratisches Recht, dass jeder sich *selber* informieren kann, ohne auf andere angewiesen zu sein, aber das muss man ja erst gelernt haben!

Für jede Jahrgangsstufe haben wir Pläne ausgearbeitet, wie die Schüler in verschiedenen Fächern Informationen und Fakten finden können, natürlich nach Schwierigkeitsgrad gestaffelt. Wir bringen ihnen auch bei, wie sie systematisch vorgehen sollen, wenn sie nach etwas suchen, damit sie schneller ihr Ziel erreichen das Richtige zu finden.

Wir bilden uns ein, dass zumindest ein Teil der Grundschulkinder grossen Nutzen von unserer Arbeit gehabt hat, denn die Bibliothekarin der einen Gymnasialschule hat öfter schon gesagt, dass sie jetzt einen grossen Unterschied merkt zwischen den Schülern, die aus Kalmar und denjenigen, die aus anderen Teilen des Landes kommen, bzw. wie die Kalmarschüler heute arbeiten verglichen mit, wie sie noch vor 5-6 Jahren (und früher) arbeiteten. Erst 1987 kamen ja die ersten Schüler, die unser ganzes Programm seit 1978/79 von der 1. Klasse an durchgegangen waren, in die Gymnasialschule, sodass das dortige Bibliothekspersonal Vergleiche anstellen und Schlüsse ziehen konnte.

* In Schweden beginnt man die Gymnasialschule erst wenn man die Grundschule beendet hat. Sie ist 1- bis 4-jährig, je nachdem welche Linie man wählt.

Und wie geht es nun weiter?

Nichts ist ja so gut, dass es nicht verbessert werden kann. Also überlegten wir, ob wir bis zu unserer Pension weiterhin als beliebte „Märchentanten" mehr oder weniger dramatisch den Inhalt aus von uns ausgesuchten Büchern vermitteln sollten, und regelmässig unsere Informationseinsätze im Bibliotheksunterricht verbreiten sollten, oder ob es möglich sein könnte, die Bibliotheken tatsächlich als informative und pädagogische Werkzeuge im Schulunterricht zu benutzen.

Unser Lehrplan für die Grundschulen von 1980, Lgr 80, schreibt sehr deutlich vor, dass die Schüler mit Projekten und Themen arbeiten sollen, und dabei nicht nur ihre Schulbücher benutzen sollen, sondern auch z. B. Referenzliteratur aus den Bibliotheken um eine untersuchende und analysierende Arbeitsweise zu lernen.

Dort steht auch, dass die Schüler zu freien, selbständigen und kritischen Bürgern in unserer Gesellschaft erzogen werden sollen, und dass sie die Verantwortung sowohl für ihre eigene als auch für die Entwicklung und Veränderung ihrer Umgebung haben sollen, sodass Gleichberechtigung, Toleranz und Rücksicht zu anderen Menschen herrschen soll.

Wie bringt man dass alles unter einen Hut?

Wir wissen leider, dass viele Schüler, wenn sie als 16-jährige die Grundschule verlassen, eine statische und oftmals sehr detaillierte Wissensmasse im Gehirn mitschleppen und oft völlig unvorbereitet sind, dass die Gesellschaft ringsumher sich verändert. Viele Schüler haben keinerlei Ahnung von der Ganzheit, keinen Überblick über Ursachen und Wirkungen. Um vollwerige Mitglieder in der heutigen Gesellschaft werden zu können, müssen sie jedoch

Zusammenhänge in dieser Gesellschaft erkennen, und sie müssen auch verstehen, wie z.B. ökologische, politische, technische, soziale und kulturelle Strömungen von den Handlungen Einzelner oder Gruppen beeinflusst werden. Sehr wichtige Eigenschaften dabei sind Verantwortungsgefühl, Selbständigkeit und Bereitschaft mit neuen Situationen fertig werden zu wollen und zu können. Da ist es meiner Ansicht nach notwendig, dass die Schule dem Schüler die Möglichkeiten zeigt, die es gibt, um sich nach Schulabschluss weiter zu entwickeln. Mit anderen Worten: die Schule muss den Schüler für „lebenslängliches Lernen" vorbereitet haben!

Eine Möglichkeit die Kinder hierauf vorzubereiten ist, wenn man sie mit einbezieht beim Planen des Inhalts und der Arbeitsformen in verschiedenen Fächern, wenn man von ihren eigenen Erfahrungen und früheren Kenntnissen ausgeht und sie dann selbständig weitere Fakten suchen lässt, die sie dann (möglichst selber, aber natürlich unter Leitung des Lehrers) bearbeiten sollen. Die schwedischen Lehrmittel sind heute leider oft so vollständig, dass sie dadurch die Kinder zu Passivität zwingen, was wiederum die natürliche Neugier und die selbständige Arbeitsweise, die die Kinder ja ursprünglich haben, ersticken lässt.

Vielleicht könnte das Informationssuchen in der Bibliothek wenigstens zu einem Teil die Schulbücher ersetzen, und vielleicht könnte diese „untersuchende Arbeitsweise" dazu beitragen, dass die in Lgr 80 ausgedruckten Wünsche erfüllt werden, dass die Schüler zu demokratischen Bürgern heranwachsen, die die Lust und das Können zum „lebenlänglichen Lernen" mitbringen?

So wie wir bis jetzt gearbeitet hatten, waren wir nach wie vor „Extrapersonal" in den Schulen, unsere Arbeit war zwar willkommen, aber oftmals doch nur als eine Unterbrechung im obligatorischen (d.h. dem sehr viel wichtigeren, „richtigen") Unterricht angesehen. Wir wollen dies gerne ändern, falls das überhaupt möglich ist.

Seit dem Schuljahr 1988/89 arbeite ich an dem s.g. „Barkestorpsprojekt", wo ich einen ganzen Schulbezirk „untersuchend" in verschiedenen Fächern arbeiten lasse. Die Jahrgangsstufen 1 und 2 sind allerdings nicht dabei, sie bekommen nur ihren gewönlichen Bibliotheksunterricht. Die Jahrgangsstufen 3 bis 9 bestehen aus 53 Klassen mit etwa 1100 Schülern, es sind im Schulbezirk 4 Schulen mit Unter- (1. -3. Schuljahr) und Mittelstufen (4.-6. Schuljahr), und eine Schule mit Oberstufe (7. -9. Schuljahr).

Jeder Klassenlehrer hat selber seine Themen gewählt, in denen er sich denken kann, seine Schüler in der Bibliothek „untersuchend" arbeiten zu lassen. Wir, d.h. der Schulbibliothekar in diesem Schulbezirk, und ich, haben Bücher, Zeitschriften, Filme usw. zum Teil neu gekauft, zum Teil aus anderen Bibliotheken zusammengesammelt und zur jeweiligen Bibliothek hingebracht. Für die Schüler der Oberstufen haben wir allerdings nicht das Material direkt geliefert, sondern haben uns nur informiert, was es wo noch gibt, um die Schüler dadurch weiterzuleiten ohne es ihnen allzu leicht zu machen. Wenn die Schüler von sich aus z. B. die sudanesische Ambassade in Stockholm anrufen um von dort Broschüren über Sudan zu bekommen, weil wir selber nur sehr wenig Material hatten, dann hat man doch einiges gewonnen, was nicht im Lehrbuch steht!

Drei Jahre lang soll das Projekt gehen, von 1988/89 bis 1990/91. Ich wollte gerne wissen, wie weit man tatsächlich die Bibliotheken im Unterricht integrieren kann, welche Hindernisse es gibt, wie die Kinder (und Lehrer) reagieren und arbeiten, welche Aufgaben dabei ein Bibliothekar hat oder haben sollte, ob der Bibliothekar in dem kognitiven Lernprozess der Kinder eine Rolle spielen kann usw.

Um Antworten auf diese Fragen zu bekommen, haben wir uns die Jahrgangsstufen ausgesucht, die im Schuljahr 1988/89 in den 4. und 7. Klassen dieses Schulbezirks gingen. Es sind insgesamt 9 Klassen mit etwa 230 Schülern. Diese Klassen beobachten nun mein Kollege und

ich jedes Mal, wenn sie mit ihren Themen arbeiten, entweder in der Bibliothek oder (dort wo es aus verschiedenen Gründen unmöglich ist) in den Klassenzimmern. Wir arbeiten mit den Lehrern zusammen als „Team". (Diese sind übrigens alle *sehr* positiv zum Projekt eingestellt, sowie auch der Rektor, ohne dessen Hilfe wir das Projekt nicht hätten durchführen können.) Wir probieren zusammen verschiedene Unterrichtsmodelle aus; verbessern, wenn etwas schief gegangen ist; notieren, wie einzelne Schüler arbeiten, oder wie Gruppen zusammen etwas schaffen.

Die Schüler vom vorigen Jahr besuchen nun in diesem Jahr die Klassen 5 und 8, und da sind mein Kollege und ich wieder dabei. In diesem Jahr können wir nun vergleichen, ob sich die Arbeitsweise vom vorigen Jahr verändert und möglichst verbessert hat, wie sich die Arbeitsweise mit dem zunehmenden Alter der Kinder entwickelt. Im nächsten Jahr besuchen sie dann die Klassen 6 und 9, und wir können ihre Fortschritte weiter studieren.

Jede Klasse arbeitet 6-8 Wochen mit ihrem Thema. In der Jahrgangsstufe 4 waren die Themen: das Mittelalter, die Wikingerzeit, schwedische Tiere und Pflanzen. Jetzt in der Jahrgangsstufe 5 haben sie Erfinder, die Mittelmeerländer, Skandinavien und die Alpen gewählt. Die Jahrgangsstufe 7 hatte im vorigen Jahr die „Antike" als Thema, und in diesem Jahr, in der 8. Klasse, arbeiteten sie 6 Wochen lang mit Afrika. Im nächsten Jahr, in der 9. Klasse, werden sie mit der „Umwelt" arbeiten und was alles damit zusammenhängt. Wir hoffen, dass wir dann auch die naturwissenschaftlichen Lehrer in der Oberstufe für unsere Arbeitsweise gewinnen können. Jetzt haben dort haupsächlich die Lehrer der Fächer Geschichte, Geographie, Religion, Schwedisch und Zeichnen am Projekt teilgenommen. Auf der Mittelstufe hat man meist nur einen Lehrer den ganzen Tag, der dann wesentlich freier den Tag für sich und seine Klasse gestalten kann, als es für einen Lehrer der Oberstufe der Fall ist. Und das ist schon *ein* Hindernis um wirklich die „untersuchende Arbeitsweise" in der Bibliothek einzuführen. Wenn *alle* Lehrer positiv hierzu sind, dann geht es relativ einfach einen passenden Stundenplan zu legen, aber meistens gibt es überall Lehrer, die lieber traditionell arbeiten wollen, und die Bibliothek als lästige Störung empfinden. Da wird es schon schwieriger einen Stundenplan zu legen, um die Bibliothek im Unterricht zu integrieren.

Andere Hindernisse, die wir bis jetzt gemerkt haben sind z.B.:

a) die Bibliothekslokalitäten selber (natürlich!). An manchen Schulen sind sowohl die eigenen Schulbibliotheken als auch die in der Nähe gelegenen Filialbibliotheken der Stadtbibliothek ganz einfach zu klein um eine ganze Klasse auf einmal aufzunehmen. Dort müssen wir ein anderes Unterrichtsmodell aufbauen, und erstmal zusammen Material aus den Bibliotheken holen um es dann im Klassenzimmer zu bearbeiten;
b) dass es in manchen Arbeitsthemen sehr wenig Material gibt, was z.B. für Kinder der Mittelstufe geeignet ist. Ihre eigenen Schulbücher sollen sie ja möglichst nicht verwenden;
c) dass diese Arbeitsweise natürlich viel Bibliothekspersonal braucht. Jede Schulbibliothek benötigt ganztägiges Personal.

Dann gibt es natürlich noch viel mehr „kleine" Hindernisse, z.B. das Zusammenspiel zwischen Lehrern und Schülern, zwischen den Schülern, zwischen dem Bibliothekar und Lehrern und Schülern; die Einstellung des Rektors; wieviel Geld man für eine notwendige Aufrüstung der Bibliothek bekommt usw. usw.

Im Frujahr 1991 wird das Projekt beendet sein. Dann haben mein Kollege und ich 230 Schüler 3 Jahre lang begleitet, ungefähr die Hälfte durch die Mittelstufe (Jahrgangsstufen 4–6) und die andere Hälfte durch die Oberstufe (Jahrgangsstufen 7–9). Im Herbst 1991 will ich dann die neuen Schüler der Jahrgangsstufe 7 (die ich also noch in der Jahrgangsstufe 6 beobachtet habe) fragen, was sie in den vergangenen 3 Jahren gelernt haben. Ihre neuen Oberstufenlehrer müssten diese Schüler mit den Schülern vergleichen können, die sie früher

gehabt haben und müssten auch sehen können, ob diese Schüler anders (und hoffentlich besser!) arbeiten. Ähnlich will ich die Schüler aufsuchen, die nach der 9. Klasse weitergehen in die Gymnasialschule (85–90 % aller Schüler tun das) und sie fragen, welchen Nutzen sie von diesem intensiven Arbeiten in und mit der Bibliothek gehabt haben.

Das gemeinsamme Ziel für Lehrer *und* Schulbibliothekare ist ja, wissbegierige, informationssuchende Menschen zu erziehen, die sich nicht nur passiv von aussen „berieseln" lassen, sondern die aktiv ihre eigenen Erfahrungen machen um später ihre eigene, gut fundierte Meinung behaupten zu können!

Telecottages – inside or outside Libraries?

Tuula Haavisto
Secretary General, The Finnish Library Association, Helsinki, Finland

Abstract
Telecottages are a new phenomenon in the information field – something between a library, post office, place for information technology education and even a municipal gathering point. Telecottages are meant to lower the threshold to the new technology, especially for the ordinary person living in sparsely populated areas. There are telecottages in Nordic countries and in some developing countries.

The role of telecottages in different cultures is also considered here. Special attention is paid to the role of telecottages in information dissemination compared to public libraries. What the public libraries can learn from the telecottage experiences is considered finally, and in which cases the functions of a telecottage and a public library should be combined.

Telecottages are a quite new phenomenon. I first saw the word in 1987 when I read about a project in a little, sparsely populated, rural municipal community in Easter Finland. The idea of the project was to give the population easy, guided possibilities to get acquainted with the new information technology. The idea was imported from other Nordic countries, Sweden and Denmark.

I have now already mentioned all the typical characteristics of a telecottage, and of the telecottage movement, so to say:
- local activity
- mostly on sparsely populated or other rural areas
- activities are open to all people, cheap or chargeless
- there are professionals teaching/helping people to use the device
- the meaning is to lower the ordinary man's threshold to use information technology – this technology can be any telecommunication device, microcomputers or a combination of these
- the word "cottage" describes social functions: these places are meant also for social gathering points.

I haven't read any exact definition of a telecottage. Most writers tell about them with such functional characteristics as above. On the other hand, the functions of a telecottage vary from case to case depending on what kind of people are interested to realize the idea. If they are teachers, they want to teach people to use microcomputers in writing, calculating, registers... If they are "networkers" they want to teach people to use computer networks, open networks or closed ones e.g. telemailboxes and (electronic) trade posts. If they happen to be librarians, their special interest is to teach use of on-line databanks. The important point is to offer ordinary people the possibility to use information technology in their everyday life. An important thing is, that people in rural areas are often disregarded in the society and the access to new information technology is one way to give them new self-awareness.

The telecottages are something between an (adult) education institution, a post office and a library. A quite new idea is to offer a possibility to remote working place in a telecottage. It can serve e.g. translators and others who produce text by order and whose work is not dependent of their location.

A political question

I mentioned the telecottage movement. It is justified to speak about a movement because the whole process is originally a creation of some few enthusiasts. The idea was genuine, born thanks to new technical and social possibitilies and such ideas always need real enthusiasts to get forward before they get institutionalized. This idea became immediately very popular among the politicians in Nordic countries. In our countries equal possibilities to use social services as well as new technologies and all equality regardless of your living place are important political targets. The idea of telecottages suits very well these targets. The very same themes, although without the word Telecottages, are discussed among the OECD/Directorate of Science, Technology and Industry which also considers better telecommunication as a tool of equal regional policy.

When thinking about what is said above, it is no wonder that the financing of telecottages is in Europe mostly public. The state, regional and municipal governments are paying for this idea.

There are nowadays tens of telecottages in the Nordic countries. The idea has spread in many other European countries, too. E.g. Portugal is going to invest strongly in "Telecentros rurais". In most countries the state-owned and private telephone companies are very interested: this kind of activity spreads "telephone culture" and their market by introducing new ways of using telecommunication.

Two examples of Finnish telecottages can help to understand what is going on. Kuusamo is an areally large rural municipality in North, nearly in Lapland. There are 18.000 inhabitants, mostly still farmers but tourism (slalom, skiing) is a growing source of livelihood. The target of the municipality is to develop the structure of it's economic life. The telecottage activity began in 1987 with the municipality's money and one paid employee. The first activity was a "wandering telecottage". That means microcomputer courses in the village schools, both for adults and for children. In the next stage they put up a room for remote working, meant especially for people originally from the capital region who want to work some time in peace but be teleconnected to their own working place. Lately they have put up a place for advance adp-training. It is located in the public library, financed by the local adult education institution and run by the telecottage employees, who are two today.

Pello is located in Lapland, and one of it's neighbours is Pajala municipality in Sweden. Pello has 5.600 inhabitants who live mostly of services (>50%), small industry and forestry. The municipality has already a long time orientated to information technology. In the telecottage case they have co-operated i.e., with the Information Technology Centers in Tornio and Kemi, the nearest towns. The Pello Telecottage begun in 1988 with ca. 80% financial support from the regional government of Lapland. It is located near to the library but not in the same building. Other places of action are the village schools. The telecottages had in the beginning three employees, two adp-experts and one assistant. After the support from the regional government was ended, the municipality pays the salary to one adp-expert and the assistant is paid by the state from the relief work funds.

The costs in 1989 were ca. 320.000 FIM, ca. 80.000 US$. The initial costs were ca. 135.000 FIM, ca. 33.700 US$. In the first beginning the machines and programs were leased, so they could begin with a very small sum. On the other hand, the meaning was to use those micro computers and other facilities which already existed in village schools. Especially for the telecottage were 1988–89 bought 1) 4+1 micro computers, 2) a laser printer and an ink jet printer, 3) a modem and 4) a telefax. The newest acquisition is a scanner. Programs were bought e.g. for 1) word processing, 2) calculation, 3) acccounting, 4) communication and 5) graphics. The functions of the Pello telecottage are:

★ courses for adults and school-children (payable)

★ "propaganda" about information technology professions for school-children
★ telefax services (payable)
★ information searches (the library staff is responsible)
★ open possibilities to use adp facilities for one's own purposes (word processing, tax and other private calculations...) (payable)
★ private information and consultation e.g. for those who want to buy a micro computer, programs... and installation help "how to get this program into my computer" (payable)
All the payments are possible for private citizens, in some sense formal.

In the evaluation report the Pello telecottage activists tell e.g. that it is important to begin with the idea and plan, not to buy the machines first. The connection with the library is an important point, they say. Connections with technology centers and some technology schools are considered to be important, too. The decision-makers in Pello see, that the telecottage project has supported very positively the modernization of the municipality and are going to continue it.

Telecottages in other cultures

Telecottages in developing countries are more problematic. The short-coming of the social infrastructure rejects possible activities. New concepts to win the difficulties have to be found. Sometimes satellites can replace the cables in telecommunication connections. Without telecommunication connections the telecottage can be a "microcomputer class room". There are telecottages which due the only telecommunication centre in the village/area and so the only telephone booth. In such cases the practice of a telecottage differs clearly from that of a Nordic country, but both still teach people to use the new information technology.

The minimum elements for a telecottage are nearly the same as anywhere else.There must be a grassroot enthusiasm/enthusiasts to make people acquainted with the new technology, some technological facilities (e.g. a micro computer and a printer, a telephone, a telefax), electricity and preferably the telecommunication possibility via cable or a satellite. The process itself cannot be the same as in developed countries. The context to use the information technology differs strongly. I don't know which is the wisest way to adapt information technology in an African or a Latin American village. But I'm sure that there always exist some local needs and problems which can be solved with (also) these means. The local people must be active subjects in the process, therefore the choice of the leader is important: he/she must be not only educated in information technology but also able to get people along and do something themselves in their own circumstances.

Accoording to the information I have got there are telecottages at least in Sri Lanka, Brasilia, China. Plans for telecottages are made in many other developing countries.

Comparing libraries and telecottages

The comparison of libraries and telecottages gives different results in countries with different level of development. In developing countries the tasks of both differ from each other. Libraries serve the literacy campaigns by offering material with which people can establish their ability to read. Literate people seem to use libraries first of all to get information. Telecottages can help people to learn writing and calculating with microcomputers, but first of all they are founded for telecommunication connections. On a large scale the common factor of libraries and telecottages in the developing countries is to connect them with the other world, to break the mental and geographical isolation of rural villages (the third, physical way to make this is naturally the transport communications).

When thinking about building a national information infrastructure, or an information policy in a developing country one can ask, if it is wise to build telecottages and libraries

separately. According to my opinion it is not good; these countries would have in principle good possibilities to build a balanced information system because they can begin with a blank sheet. But is it possible to think far enough in a situation, where the country not yet has any other elements of an information infrastructure than an unsure mail & telephone system, and schools? Do the decision-makers see these things as one entity, do they think that they are making a bigger figure than only locating schools or grounding a single telephone company? It has been proved that the necessity of a special information policy is a new and difficult thing in Europe, too.

The common activity of telecottages and libraries in the Nordic countries is information dissemination. In many cases both are using online databanks. On the other hand, it happens that the library of a municipality has no online connections (because of oldfashioned attitudes/lacking education or whatever obstacles from the side of the librarian or because the decision-makers don't give money for information technology or...) The telecottage can orientate to other activities than information search. But principally, information dissemination is the meeting point. In this sense I see that at least in Finland the concrete combining of a telecottage with an existing library is always worth studying. Another factor for combining them under the same roof is the idea of a social gathering point. Libraries are traditionally such places, "public living rooms", and offer a cosier setting than a single room full of telexes, telefaxes, microcomputers, cables and so on.

In Finland there has been discussions that the bottom meaning of the telecottages is to make themselves unnecessary. They are hoped to be a temporary phenomenon, to help people over the first technological thresholds. This is again one reason to combine libraries and telecottages: why to build a separate telecottage network when there already exists a network for nearly the same purposes? In practice we can see in Finland that after the separate beginning many telecottages have united with libraries.

Some telecottages are nearer to adult education institutes or even post offices, as it has been mentioned. They could be combined with these. But in any combination there born always tighter connections between these local information units than without telecottages. In this sense telecottages are useful: they can make the local information infrastructure visible, bring the librarian and other information professionals together.

The advantage of combining telecottage activities with libraries is clear to me. In a country with a developed library net and telecommunication infrastructure these two elements should be combined in one way or other. The libraries cannot stay outside the telecommunication network. They should not concentrate in printed matters only. With such a policy time will pass them by. Their relative status will sink if they don't take up the new possibilities to disseminate information.

Related ideas

Using online databases is not new in all libraries and it is nowadays considered an essential part of library functions. But telecommunications give other unparalleled possibilities, too. In Finland we have i.e. the following ideas and applications (some of them are used in other countries, too):

- Connection from home or working place computers to the registers of a library. There are different levels of connections, e.g.: you can scan only the book register; you can scan the book register and send messages (an order) to the library; you can scan the book register and check your own loans from the loan register; you can do all above mentioned and renew your loans if the book is not reserved.

– An idea from the telecottages: a customer can use the library's micro computer to check her/his own telemailbox at cost.

– The same idea enlarged: there are micro computers for customers' own use in a library. In this sense the library can help to establish one factor of the modern literacy: the computer literacy.

– An electronic discussion about books, music, other library material; realized with telecommunication, an open electronic trade post which can be reached by any micro computer, terminal or other device equipped with a data communications program. The task of a library is to organize and "push on" the discussion, because such a system needs a responsible editor.

The most important thing libraries can learn from telecottages is to conquer the modern information technology to their own use. Especially in countries where there is a covering library net a library can serve as a low threshold to information technology use for an ordinary person because they are used to come to libraries. This is a way of democratizing the possibilities of using new devices.

The enthusiasm of the telecottage founders is one thing from which the librarians in such established library countries as Finland and other Nordic countries could learn. There was a period of great enthusiasm in our library life, too, when our idea was new and had to be realized. But now, I'm afraid, we have institutionalized too far with our fine library buildings. According to my opinion the so called information society means such big changes that any cultural or information institute of which library is one, has to redefine it's place in the society. In this connection the perspectives which open to the direction of the telecottages are very welcomed and fresh.

More to read:

In: Information, Knowledge, Evolution; Proceedings of the 44. FID Congress held in Helsinki, Finland, 28 August – 1 September, 1988. Ed. by Sinikka Koskiala & Ritva Launo. FID Publication 675. 1989 – pp. 207–213 Henning ALBRECHTSEN: The telecottages in the Nordic countries. – pp. 213–222 Inez L. SPERR BRISFJORD: Conceptual framework of the telecottage approach to community development.

gotab Stockholm 1990

0–56

LIBRARIES AND SOCIAL STRUCTURE

Address to the IFLA Congress in Stockholm, August 20, 1990

by Mr Bengt Göransson, Minister of Education and Culture

r internal use only:
eting No: 101
: yes/no-

BEST COPY AVAILABLE

LIBRARIES AND SOCIAL STRUCTURE

Address to the IFLA Congress in Stockholm, August 20, 1990
by Mr Bengt Göransson, Minister of Education and Culture

I would like to begin by thanking you for your invitation to address this the 56th General Conference of the International Federation of Library Associations and Institutions. I am impressed by the enormous interest that this conference has met, by the wide range of activities and seminars and particularly by the number of participants from all over the world. As Minister of Education and Culture I find it rewarding that so many have gathered here in order to dedicate themselves to the advancement of literacy, books and librarianship. I am glad that books and the libraries are given so much importance in so many countries - if I am not mistaken there are 83 nationalities represented here at this congress.

I have chosen as the theme for my address Libraries and Social Structure. Before I start on that subject I would however like to announce a matter of interest to the IFLA organization and to its third world members. Sweden is now through the Swedish international development authority, SIDA, supporting the development of IFLA:s programme for the advancement of librarianship in the third world, the ALP

programme, and will continue to do so through 1991. IFLA has chosen Sweden and the University of Uppsala as the host of the International Focal Point of this programme. The rector of the university and the head librarian are both enthusiastically engaged in the planning. The university will also allocate means for the support of the ALP programme. I feel confident that the project is in good hands.

With this, ladies and gentlemen, I would like to turn to the topic for my address, The Libraries and Social Structures.

I have deliberately chosen to concentrate my speech on what are known as popular or public libraries and their work. I refrain from a discussion on libraries in universities and research institutions as well as libraries of other kinds such as can be found in companies.

In order to make my line of reasoning easier to follow for an audience from abroad I shall first point out a few basic facts.

Public libraries have a long tradition in Sweden. Historically they have constituted an important - perhaps the most important institution for a popular and voluntary educational process.

Public libraries developed early into the most important

school or church authorities. But it is above all the libraries organized by voluntary efforts which have dominated and left their mark on the development of libraries in our country.

This was done primarily through the so called popular movements - represented in Sweden by the three main streams of nonconformism (so called free churches), temperance movements and the labour movement.

The core of membership in these popular movements consisted of a socially awake working class and lower middle class, two groups with limited opportunity for extensive education. For this membership core the struggle for improved education was of tremendous importance and this struggle gave the library room a very central role. The existing parish libraries and others contained little or no literature of social criticism or of contemporary writers, their stock of books was very much limited to subjects such as character training or instruction manuals such as books on rational methods of land cultivation.

After the second world war the pace of the changeover to municipal libraries was speeded up and a majority of association libraries especially those which had large collections donated their stock of books to the new municipal public libraries. The association libraries which have survived have very small collections of books - more in

the hundreds than thousands - or they have collections which reflect the interests of their movements and function almost as museums.

I think we have to admit however, that the little association library where the members looked after the lending during the coffee break stood a much better chance of succeeding in getting books out to people. Its success lay in the fact that the business of lending books was a very natural part of the work of the association and not a strange, socially useful activity for which the members were a target group.

A similar experience has been made in the case of the workplace library and I am convinced that we must rediscover forms for the little workplace library or association library as a future complement to the larger branch library or main library in our municipalities. One possible area of conflict is of course the meeting ground between the professional librarian and the voluntary worker without whose efforts the association library cannot exist.

One area where the municipal libraries have proved superior to the association libraries is in the work they put into meeting the needs of children and young people. Public libraries have also a better track record than schools which tend to overdo the pedagogical dimension in their libraries. The municipal library is the one institution for childrens'

and young peoples' culture which has developed a singulary open and free approach to its public. They have been met with respect for their interests and abilities and their taste has been accepted. I would go so far as to say that they have done more to maintain standards of equality than most other institutions have done, faced with similar conditions that libraries have had to live with. Pippi Långstrump (Pippi Longstocking) was welcomed by librarians long before she was allowed into schools and homes; schools and homes adopted a more reserved attitude to her.

The reason why association libraries seldom succeeded as childrens' libraries lies partly in their role as instruments of popular education as determined by the socially aware working class. Childrens' need of general reading even of lighter reading as a stage in their development was not an especially pressing need to be satisfied by the association. To the extent that these libraries had childrens' books they were mainly of the character forming genre which were easily obtained.

The library of today has particularly good resources for an active educational effort. More than most other institutions it is classless, at least to the extent that the books are available on equal terms to all and not least to the extent that no control of the level of aquisition is carried out - the lender with no strong habit of reading is not forced to account for his or her efforts and is always met with

proper respect.

The libraries are well stocked with books and have access to other media. Book aquisitions have, contrary to what is sometimes claimed, increased during the past decades. The reason why many think that the subsidy for the purchase of new books has decreased is because other costs have increased relative to this specific item in library budgets. Personnel costs and longer opening hours are two explanations for this change. Most libraries have opening hours which few could describe as anything but generous.

Most libraries have a broad range of activities and seek to offer local inhabitants other forms of cultural activity than the traditional reading and lending. One group which, regardless of social background, frequents libraries more and more is the aged, the pensioners.

I don't think I am guilty of painting an altogether too rosy picture of Swedish public libraries when I describe them as both expansive and successful, well along the road towards a most promising development. The list of new public library premises
is impressive and today we are witnessing the construction of new central libraries and new branch library buildings as well as the renovation and extension of existing library premises. Those who are interested in architecture and who make a connection between the condition of an institution,

not least of all its "self-esteem" and the outward appearance of its structure, may observe that there is in the new library buildings an expression of confidence and dignity. Fifthteen years ago there was a trend towards the "ordinary" library, preferably a building that fitted in with the nearly shop. Today the trend is towards a building that makes a clear statement of its role as the cultural centre for the municipality and the local region.

But what I would like to see more of, what I think we need, speaking as a politician engaged in cultural policy, is a deeper involvement, a stronger role for libraries in civil affairs. I would like to see the interested citizen become more involved in, more responsible, in an individual way, for library services. I think it is vital that we achieve a meeting and a common involvement of the professional and the voluntary effort in libraries. It may well be that a joint effort can only be made once a real confrontation between these two forces has taken place. Personally I am not convinced that such a confrontation is at all necessary. However no joint effort will come about if we choose to ignore the tension that exists between the two, if we hide behind the complaints about a lack of financial means in order to avoid exposing the structural tensions which affect the very nature of library activities.

The current debate on cultural policy has several different lines of argument. From an article published in 1973 on the

two dominant lines of thought in the public debate I quote:

"One line of thought can be summed up in the term dairy-shop-thinking. The proponents of this particular model would like to open up lines of distribution and retail outlets. What they have to sell is of course milk and small french rolls - or if you like those cultural products available at the moment.

The other line of thought sees culture as a process in peoples' minds and their aim is to create a critical awareness, knowledge and an independent choice of what to do in the field of culture."

If we reject the dairy-shop model then it is only natural that the library should play a central role as the institution for popular education in the local community. It follows also that the discussion on the possibilities opened up by the new media does not stop short at the question of availibility but examines the opportunities they can provide for an institution with the ambition to promote popular education. It is against this background that I choose to emphasize the continuing role to be played by the printed word as the most important medium for a library. Books are the precondition for a library. There is quite simply no substitute for books. The different media are not interchangeable with each other regardless of what media enthusiasts would like to think.

The computer does not provide you with information outside your area of questioning - there is the necessary precondition that you do know something about the subject you require more information on. Books are as a rule, never read with the help of the index and paradoxical though it may seem the same is true of works of reference. You can leaf through a book and few media give the user or receiver the same scope for independence as does a book. The twenty minutes long TV programme takes 20 minutes of the viewers time. It is the producer who decides on the density and intensity of the information content and flow. I can pick up a book and decide for myself if I want to look up one or two sections or paragraphs and read them at my own leisure or if I want to read the book quickly in order to get an overall picture of the contents or for that matter if I want to devote time to a more careful study of the contents. With books it is the individual reader who decides for himself how to make use of the medium. As far as this aspect is concerned the book is in my own view a medium which has yet to be improved on.

I do, however, wish to make it clear that this personal statement of belief in the value of the printed word does not mean that I discount in any way the opportunities offered by the new media technologies.

The computers' ability to concentrate a collection of facts,

to save time by the speed with which it can put together facts from different sources opens up tremendous possibilities for the improvement and enlargement of our knowledge. I would also add that the computer is a very real advantage in any library, offering, as it does, a powerful working tool. But the computer's role as a medium should not be exaggerated and it should not be regarded in any way as a substitute for books.

For these reasons I maintain that the library must remain a library and not become an "info-centre".

The Book and Literature Bill passed by the Parliament in 1985 provides a policy framework for public libraries and outlines their primary tasks. The Bill states that

- Public Libraries shall do all in their power to promote the spread of literature and to promote reading
- Public Libraries shall do all in their power to promote a free and equal access to information
- Public Libraries shall develop out-reading activities and make use of suitable promoters
- Public Libraries shall devote special attention to childrens' need in reading and literature. This can be regarded as one of the major objectives of Library work.

A broad social policy in the field of library services should cover the following main areas of concern.

First of all we should devote more effort to removing differences in standards between libraries in our municipalities. This I regard as an important social goal.

Secondly more effort should be made to strengthen the role of the local library in the field of voluntary public education. Libraries should never become satisfied in the role of a passive service station. It is important that libraries appear in the public eye as educational institutions and not as institutions where the citizen is treated as a customer.

Libraries must therefore play an active role in popular voluntary education. One way of doing this is by running outreaching programmes, by helping to set up workplace libraries, by participating in projects designed to promote reading and by cooperating not only with schools and adult education associations but also with other cultural institutions in the community such as theatres and museums. It is within this broader framework that libraries can contribute to the political life of the community. An important part of the information function filled by the library is the provision of information on the business conducted by various decision making bodies. It is, however, equally important that the library provides background information and a depth of knowledge to enable people to understand the political process. Libraries have shown very real ambition to fill this role and their results have often

been highly successful.

Libraries provide useful reference material for those seeking background information to current political issues but there is one area where this work can be strengthened. It is not first of all a question of improving resources but more a question of a shift in perspective. We live in a society where the process of widening and deeping the reality of democracy is ongoing. The great majority of citizens share this ambition. With this in mind it is important that the library provides information on the motives behind this process, that the library conveys to the visitor a strong sense of the importance of democracy as an idea. The good library should enable the citizen to deepen his understanding of and form his own personal views on the function of democracy.

There are of course problems connected with the role of the library in today's society. While we all may well agree that a committee for cultural affairs which allows its library to become a sort of dairy-shop with fresh cultural products instead of promoting its status as an independant institution there is a problem we cannot ignore. The public library as an educational institution has the right to demand respect for its integrity but the library as an information centre may to no small extent find that it is forced to follow the dictates of outsiders. This is why I stress the importance of independence for the libraries and

their central role for the popular education.

Accordingly, the libraries will play an ever growing role in facilitating meetings between cultures across borders. The fast developing internalisation will demand high quality activities from all concerned.

I would like to conclude by dealing with the library's role as a public institution. Why do we have books in our libraries?

The books are not there in order to compensate for a lack of books in the home. The collection of books in a library is not just a store from which lenders can pick up a book - it is a concentrated expression for the intellectual and cultural condition and the attitudes of a community. This is what makes the library part of the great public dialogue, an important part of democracy.

It is for this reason that we here in Sweden maintain and energetically defend the principle that borrowing should be free.

The libraries' responsability for popular education is just as important in modern society with a highly developed information technology as it has been in the past. It is not a mere matter of distribution of books, but a far more complicated question of an active interaction between the

library, the librarians and the reader. The library is not a milk shop. It plays a fundamental role for the free education, exchange of ideas and formation of opinion.

I have tried to outline the central position that libraries have in our country especially their role as cultural institutions throughout the country. This very central role did not come about through chance. A book regarded as a medium gives the reader a very real independence and makes very real demands on her. The art of reading requires knowledge and a certain amount of personal effort. In the same way democracy requires that the citizen participate actively and become involved in the democratic process.

The citizen is not a customer in relation to the state or to his municipality, he constitutes a community together with others. The citizen is the non commercial being.

Democracy can never be replaced by information. Seen in these terms the library is much more important than the information bureau, the active citizen is much more necessary than the man drowned in information.

98-CORE-4-E

The Universal Bibliographic Control and International MARC Programme

Marie-France Plassard
(Programme Officer)

UBCIM Programme,
Deutsche Bibliothek, Frankfurt a.M., F.R.G.

For internal use only:

Meeting No: 59

SI: yes/~~no~~

26. 06. 90 08:44 *DE. Biblio.

The Universal Bibliographic Control and International MARC Programme

Introduction

1990 was a radical turning point for the oldest programme of IFLA, UBCIM. Created in 1973 and hosted by the British Library ever since, it merged in 1987 with the International MARC Programme (based in the Deutsche Bibliothek in Frankfurt a.M. between 1983 and 1986). A decision was taken in 1989 to transfer the UBCIM Programme to the Deutsche Bibliothek, a move which has widened the total responsibility for hosting the Core Programmes. To ensure the transfer and the running of the programme for the next two years, a grant was awarded by the Deutsche Forschungsgemeinschaft. This decision was announced during the IFLA Conference in Paris. The transfer became effective on the first of April 1990.

The Programme started in Frankfurt with entirely new staff, but with the continuous support of the British Library, which was a great help in settling the many problems that inevitably arose.

Organization and Funding

The new Director of the Programme is Kurt Nowak, Deputy Director of the Deutche Bibliothek. The Programme Officer (formerly of the UAP Programme) receives staff support from the Deutsche Bibliothek, which also provides those services that are the usual responsibilities of the host institution. The DFG pays the salary of the Programme Officer and has granted a fixed sum for each of the next two years for extra expenses associated with traveling and occasional clerical assistance. Other sources of income include revenue from the quarterly journal *ICBC*, as well as from other publications, and the PMC funds granted every year by IFLA to each Core Programme.

The aims of the Programme remain, of course, "to promote the exchange and use of compatible bibliographic records amongst libraries in general and national bibliographic agencies in particular, and to create, maintain and promote the use of standards for the exchange of bibliographic data in machine-readable form". But for the next two years, special emphasis will be given to the promotion, development and maintenance of the UNIMARC format.

UNIMARC Activities

To this effect several activitites are being planned. First, involvement in a study sponsored by the Commission of the European Communities, the aim of which will be to facilitate the international exchange of bibliographic records especially between national bibliographic agencies of the member states. The main objectives will be to establish the feasibility of using UNIMARC amongst the EC national libraries, based upon their present computer facilities, and to consider under which conditions the format could be launched as an international standard in Europe. As of the time of writing, (June 1990), final arrangements have not been made, but we do hope that the success of UNIMARC in Europe could be an important step in using UNIMARC worldwide as an internationally accepted exchange format.

Second, an international MARC/CCF workshop, planned for spring 1991 in Flonrece (Biblioteca Nazionale), with Unesco support. To plan the seminar, an organizing committee will be appointed in Stockholm and will meet in the Deutsche Bibliothek in November 1990. The principal aim will be to promote wider awareness of UNIMARC and CCF and of their implementations on systems using MINISIS and CDS/ISIS software. It is planned to invite to a three-day seminar 40 to 50 cataloguers (among them ten from developing countries).

Third, a meeting in Stockholm on 17 August to which the UBCIM Programme has invited a group of experts on UNIMARC for component parts.
The meeting will have as its main objective to settle on specifications for encoding components parts (especially journal articles) in the UNIMARC format. We hope to get sufficient agreement on these specifications so they can be drafted into a document available for distribution from the UBCIM Office.

Other workshops and meetings will be held when needed (and when financial support is available). Meetings of user groups will take place in Florence and during the IFLA Conference in Moscow. The need for review and maintenance of the UNIMARC format has to be discussed in depth, and adequate mechanisms have to be determined and implemented with the help of experts.

The *UNIMARC Manual* [1] has been translated into several languages, and an update to the *International Guide to MARC Databases* [2] has been undertaken by the Office (see under Publications).

Other activities

Other current activities include the seminar on bibliographic records to be held in Stockholm on 15 - 16 August, organized by the Division of Bibliographic Control with UBCIM Programme involvement. The aim will be to review the purpose and use of bibliographic records; the first part of the seminar will define the current needs for bibliographic information, and the second will examine alternative ways of addressing these needs. In addition to these meetings, the Programme will also be represented at the IAML/IASA Conference in Paris 8 - 13 July.

Since the last IFLA Conference the former Programme Officer, Winston Roberts, attended the following meetings:

- International Symposium on Information Technology Standards for Bibliographic Control, Bangkok, 4 - 8 September 1989, where he delivered a keynote paper.

- Conference on Bibliographic Access in Europe, Bath, UK, 14 - 17 September 1989, where he presented with Ross Bourne a joint paper on "IFLA work on standards".

He also delivered a paper on the "Role of the IFLA UBCIM Programme in promoting UNIMARC " at the National Library of Lisbon in February 1990.

Publications

The achievements of the Programme since the last presentation of its activities made in Paris by Winston Roberts merit some comment. A major development has been the arrangements made with K.G. Saur regarding the handling of publications. A contract between IFLA and Saur was signed in June 1990, as a result of which the UBCIM works will be from now on published and distributed as a separate series of IFLA publications.

ISBDS

ISBDS (A) Antiquarian: a new draft was prepared at the end of 1989, as the whole issue had proved more complex than expected in collecting representative examples; other problems arose involving languages and scripts used throughout the text. The draft was circulated for voting by the UBCIM Programme Officer in June, and it is hoped that agreement can be reached by August, enabling publication of the work by the end of the year.

ISBD (CF) Computer Files: a rather difficult text to prepare, owing to the relative novelty of the material, this was published in March 1990 before the transfer to Frankfurt. It specifies the requirements for the description and identification of monographic computer readable items, assigns an order to the elements of the description and specifies a system of punctuation for the description [3].

ISBD (G) General: a new revised edition was prepared by the Review Committee in order to take into account the revision of specific ISBD texts and sent out for worldwide review in 1989. Comments have been received but the precise manner of publication of the document is still under discussion.

ISBD (PM), Printed Music: The text had been approved by IAML and IFLA last year, but publication was delayed because of the transfer and some minor details. It will now be the first publication of the new series, due in Autumn 1990.

Manual on the Application of the ISBDs
A manual of annotated ISBD(M) examples had been published in 1981, gathering examples of monographic items. The five year review of the International Standard Bibliographic Description and subsequent publications of new editions led to the request for a new manual which would take into account not only changes to ISBD (M) but to all ISBDs. The project was undertaken by a consultant, under contract with Unesco/PGI and will be published by Unesco.

It has been agreed that after completion of the above mentioned publications no new or further revision work on ISBDs will be done.

Other publications

The third edition of the *International Guide to MARC Databases* is being prepared in the UBCIM Office. To this effect questionnaires were sent to ca. 136 national libraries and the publication is scheduled for early 1991. The new edition will cover all bibliographic services.

UNIMARC Format for Authorities

Here, too, publication was delayed by some minor details and the awaiting of new arrangements for the handling of UBCIM publications. It is now scheduled for publication at the end of 1990.

Management and Use of Name Authority Files

This project was undertaken by two French colleagues, Marcelle Beaudiquez and Francoise Bourdon, of the Section on Bibliography, producing a detailed questionnaire sent to all national libraries to gather information on the degree of automation of national authority files. A paper was delivered last year at the IFLA Conference, giving a preliminary analysis of the results. Further work has been conducted, and the publication is now scheduled for 1991.

It is interesting to remark that this survey led Francoise Bourdon to the Robert Vosper Fellowship. She and Marcelle Beaudiquez had deducted that a certain confusion existed in the way name headings are established in automated national bibliographies. Francoise decided to study the questionnaire in depth and to determine in what proportion this comparative incoherence is detrimental to the use of databases and union catalogues and what solutions IFLA could propose. Francoise was selected as Robert Vosper Fellow 1990 and it is very gratifying that the UBCIM Programme attracted not only one candidate but two.
Jay Lambrecht has also been granted the Robert Vosper IFLA Fellowship. He plans to examine the current status of minimal-level cataloguing as employed in a number of countries and, on the basis of his findings to propose a standard that may be applied internationally.

Other publications, besides *ISBD (CF)*, published in 1989 since the last IFLA conference are:
International Guidelines for the Cataloguing of Newspapers [4] prepared by a working group of the IFLA Section on Serial Publications and *Standard Practices in the Preparation of Bibliographic Records* [5], commissioned to the founder of the Programme, Dorothy Anderson, to update her 1982 publication on the matter. All orders for publications should be from now on addressed to K. G. Saur, exept for the quarterly journal *ICBC*.

International Cataloguing and Bibliographic Control

The journal provides, we hope, an authoritative international publication in the field of bibliographic control. I say "we hope", because the audience is not clearly defined, despite the efforts made by my predecessor in, for example, sending a brief questionnaire to readers in order to find out their views on *ICBC*. He reported, in his presentation to the Open Forum last year that the rate of replies had been a disappointing 3 %. Other problems are caused by the unequal distribution of subscribers, who are, for the most part, located in Western Europe and North America, which hinders our receiving feedback from other parts of the world, most particularly developing countries. We have, however, real reasons to believe that the journal serves a need; the number of subscribers remains stable (ca. 800) and it provides a modest but reliable source of income.

Besides the news and reports on the work of the UBCIM Programme, it publishes a selection of IFLA Conference papers, of commissioned as well as unsolicited articles. It is edited in Frankfurt but printed and distributed in the United Kingdom (by Bailey, Swinfen and Bros. which has handled all subscriptions since the first issue of 1990), which might justify, I hope, the delays with which issue no 2 of 1990, hectically prepared in Frankfurt the first days after the transfer, might have reached some of you.

To give those who do not know the journal an idea of the contents it might be useful to note that forthcoming issues will include articles about UBC in the South Pacific, standards for bibliographic control in Indonesia and Poland, on MAB1/UNIMARC conversion, on UK publishers' databases and on cataloguing education in the age of computers, as well as reviews and the usual news and reports.

News and reports are largely dependent on the information we receive from our readers, and I should like to askyou to get in touch with us when you have significant developments or meetings to report from your part of the world. Ideally, the UBCIM Programme should have regular correspondents from the different regions, and I shall welcome any suggestions on how to achieve this goal.

This cooperation is not only essential to the improvement of the coverage of *ICBC*; it is vital to the important role of coordination that the Programme must assume. The staff is very limited and therefore cannot accomplish any significant progress without cooperation from other professional entities of IFLA and experts throughout the world. I am glad to conclude these remarks with the confident hope that this need for help in achieving our common purpose will be fulfilled.

References

1. *UNIMARC Manual*, edited by B.P. Holt et al. London: IFLA UBCIM Programme, 1987

2. *International guide to MARC Databases and Services*, ed. by D. Wolf and F. Conrad. Frankfurt am Main: Deutsche Bibliothek, 1986.

3. *ISBD (CF): International Standard Bibliographic Description for Computer Files*
London: IFLA UBCIM Programme, 1990

4. Komorous, H. and Harriman, R. *International Guidelines for the Cataloguing of Newspapers*. London: IFLA UBCIM Programme, 1989 (UBCIM Occasional Papers; 14)

5. *Standard Practices in the Preparation of Bibliographic Records*, compiled by D. Anderson. London: IFLA UBCIM Programme, 1989 (UBCIM Occasional Papers; 13)

Official Opening.

136-PLE-1-E

56th IFLA General Conference
Stockholm, Sweden
18-24 August 1990

Opening Address

by

Wolfgang Löhner
Unesco
Chief
Division of the General Information Programme (PGI)

or internal use only:
eeting No: 100
I: yes/no

BEST COPY AVAILABLE

56th IFLA General Conference
Stockholm, Sweden
18-24 August 1990

Opening Address

by

Wolfgang Löhner
Unesco
Chief
Division of the General Information Programme (PGI)

Your Majesties,
President of IFLA,
Distinguished Delegates,
Dear Colleagues,

It is an honour and a pleasure for me to convey to you the good wishes for success on behalf of Unesco's Director-General, Mr Federico Mayor, who deeply regrets that he is unable to attend and participate personally in this important conference.

My pleasure is all the greater since this IFLA Conference is taking place in this beautiful country of Sweden, a country which has made such a worthy contribution to libraries and librarianship throughout the world.

This years's theme "Libraries - Information for Knowledge" appears to me of fundamental importance. It reminds us that information, the communicable form of knowledge, must be recognized as one of the main conditions for social and economic development, thus a necessity and a factor in national progress and human and social well-being. Unesco, for its part, is committed to creating or contributing to

the creation of the conditions permitting and/or facilitating, for each society, access to information, especially to scientific and technical information and to data needed for development and for the progress of peoples.

Besides its support, moral and financial, for the IFLA core programmes : Universal Availability of Publications (UAP), Universal Bibliographic Control (UBC), Universal Data Flow and Telecommunications (UDT), the Preservation and Conservation Programme (PAC), as well as the programme for the Advancement of Librarianship in the Third World, Unesco offers assistance to an increasing number of libraries worldwide with a view to helping them to better meet both qualitatively and quantitatively, the information needs of specialists and the general public alike.

Polybius, in the second century B.C. said, almost sarcastically, "It is no difficult task to write from books provided one resides in a city well equipped with archives and a library". If convention has it that history began with the invention of writing, it is perhaps a legitimate claim to associate libraries with the complementary facet of writing, namely reading; both writing and reading constituting the elementary factors for learning.

This year, 1990, has been proclaimed by the United Nations General Assembly as the International Literacy Year and Unesco has been entrusted with the leading role in a world campaign for the eradication of illiteracy by the year 2000.

Literacy is an <u>absolute priority</u> of Unesco. Efforts are pursued through the implementation of a ten-year Plan of Action, which includes national and regional programmes.

./..

RANK XEROX

Unesco's literacy activities extend across a broad spectrum, ranging from improving primary education to the design of low-cost facilities, materials and training programmes. They include education of the handicapped and disadvantaged; the promotion of book production, as well as field projects for rural women in all developing regions of the world. The latter point is a particularly important one : women are, literally, the mothers of a literate society. It is at this point that the cycle of illiteracy must be broken; it is also the key to its solution.

What are the roles of libraries and librarians in the campaign against illiteracy? Let me recall the statement made by Unesco's Director-General at the last IFLA General Conference in Paris during the special IFLA evening at Unesco Headquarters :

"I would like IFLA to help us to efficiently celebrate this International Literacy Year, which is so decisive for the future of the world, by reflecting and making proposals on the most appropriate ways and means through which librarians can reinforce and consolidate literacy actions worldwide. To whom, if not to librarians, shall the Director-General turn to ensure that this year is truly the year of literacy, in other words, the year for becoming fully conscious, at all levels, of the drama of ignorance and for making personal commitments so that the last decade of this century be also, the last decade of ignorance! Would it not be appropriate that during this Year the whole world, and especially the most developed countries, demonstrate its active solidarity by enabling each man and woman to have access to knowledge and learning? How can the number of books be increased? Could we imagine that a certain percentage, even a very modest one, of the sales of all publications be devoted to literacy actions? This would not only be an act of solidarity but also an investment for the future."

./..

RANK XEROX

It is obvious that only literate societies become developed societies; literacy is the means through which ideas, information, knowledge and wisdom are expressed, exchanged, transmitted; libraries and librarians are key agents in these processes.

Distinct from the International Literacy Year, but closely linked is the World Decade for Cultural Development, another major programme launched jointly by the United Nations and Unesco two years ago. It is true that doubts were expressed when this vast project was conceived and on the conceptual ambiguities which it contained. Today, the fundamental objectives of the World Decade have been taken into account in Unesco's Medium-Term Plan, which covers six of the remaining eight years of the Decade.

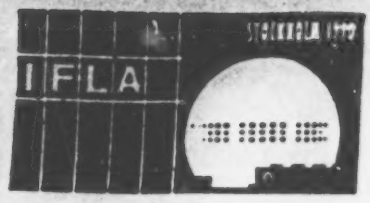
As one of the general objectives of this Plan, Unesco proposes by means of reflection on the multiple dimensions of development, to bring out the links between culture and economic growth. It is particularly important that the increasingly recognized relationship between cultural development and the creative powers which are at the source of social change and economic progress should be given greater consideration in development policies. In this perspective, the transformation of human societies will be based on an interdisciplinary approach involving all the main spheres of activities and all the various social and cultural practices. The international strategy for the third and fourth United Nations Development Decade applies mutatis mutandis to the World Decade for Cultural Development : development being an integrated process marked by specific (economic and social) objectives to be achieved with the full participation of the population as a whole, and equitable distribution of the fruits of development, while taking due account of the individual cultural characteristics of countries and peoples.

RANK XEROX

As you know, the Revival of the Ancient Library of Alexandria is one of the projects under the World Decade for Cultural Development. Let me close with an historic reference to the Hellenistic period : After the death of Alexander the Great and the dismemberment of his Empire by his generals into independent kingdoms, there arose a feverish rivalvry among them. Each one wished his kingdom to be the greatest and the mightiest as well as the most prestigious in learning and culture. They endeavoured to achieve cultural supremacy by establishing libraries (and centres of learning) in their respective capitals, Alexandria, Antioch and Pergamon; - there should be no difference between that period and the twentieth or twenty-first century.

Thank you

RANK XEROX



Orientation to IFLA

150-PLE-2-E

HOW TO NOMINTATE MEMBERS FOR STANDING COMMITTEES,1991

by Hope E.A. Clement,

Chairman of the Professional Board,

Montreal. Canada

For internal use only:

Meeting No: 58

I: yes/no

BEST COPY AVAILABLE

MEMBERSHIP OF STANDING COMMITTEES AND COORDINATING BOARDS

AND ELECTION OF OFFICERS

1) THE PROFESSIONAL WORK OF IFLA

2) COMPOSITION OF STANDING COMMITTEES

3) LENGTH OF TERM OF STANDING COMMITTEE MEMBERS

4) NOMINATION AND ELECTION PROCEDURES

5) NOMINATING MEMBERS

6) CANDIDATES

7) HOW TO SEEK NOMINATION

8) RESPONSIBILITIES OF STANDING COMMITTEES AND OFFICERS

9) IFLA OFFICERS

10) CHARACTERISTICS OF A GOOD STANDING COMMITTEE MEMBER

1. PROFESSIONAL WORK OF IFLA

THE PROFESSIONAL PROGRAMME OF IFLA DEPENDS ON VOLUNTEER WORK OF MANY PEOPLE, ESPECIALLY THOSE WHO SERVE AS MEMBERS OF STANDING COMMITTEES AND AS IFLA OFFICERS ON COORDINATING BOARDS AND THE PROFESSIONAL BOARD.

THEREFORE IT IS VERY IMPORTANT TO SEEK FULL STANDING COMMITTEE MEMBERSHIP BY ACTIVE AND EXPERT MEMBERS OF OUR PROFESSION.

MEMBERSHIP OF STANDING COMMITTEES GIVES LIBRARIANS OPPORTUNITIES:

- TO PARTICIPATE FULLY IN THE PROFESSIONAL WORK OF IFLA;
- TO INTERACT WITH COLLEAGUES FROM MANY COUNTRIES;
- TO SHARE AND TO ADD TO THEIR EXPERTISE;
- TO TAKE ON INCREASED IFLA RESPONSIBILITIES AS PROJECT LEADERS AND OFFICERS.

2. COMPOSITION OF STANDING COMMITTEES

MINIMUM OF 5 AND MAXIMUM OF 20 MEMBERS

FULL MEMBERSHIP OF 20 IS DESIRABLE TO:

- INVOLVE AS MANY PEOPLE AS POSSIBLE FROM A WIDE RANGE OF COUNTRIES;
- ENSURE SUFFICIENT PEOPLE TO CARRY OUT PROJECTS AND PLAN CONFERENCE PROGRAMMES;
- HAVE A GOOD SELECTION FROM WHICH TO CHOOSE OFFICERS;
- ALLOW FOR THE FACT THAT ALL MEMBERS CANNOT ALWAYS ATTEND MEETINGS;
- ENSURE A WORKABLE QUORUM (ONE-THIRD) AT MEETINGS;

NO ONE SHALL BE A MEMBER OF MORE THAN ONE STANDING COMMITTEE (EXCEPT THAT MEMBER OF A REGIONAL STANDING COMMITTEES MAY ALSO BE A MEMBER OF ONE OTHER SC).

UP TO 5 CORRESPONDING MEMBERS FOR A SECTION FROM THE IFLA REGIONS: AFRICA, ASIA AND OCEANIA AND LATIN AMERICA AND THE CARIBBEAN.

3. LENGTH OF TERM OF STANDING COMMITTEE MEMBERS

TERM OF 4 YEARS WITH POSSIBILITY OF BEING RE-ELECTED FOR A FURTHER TERM OF 4 YEARS.

THIS ALLOWS FOR DEVELOPMENT OF EXPERTISE AND KNOWLEDGE OF IFLA AND FOR CONTINUITY.

NEW MEMBERS ARE ADDED EVERY TWO YEARS.

4. NOMINATION AND ELECTION PROCEDURES

CALL FOR NOMINATION AND ELECTIONS (IF NECESSARY) ARE HELD EVERY TWO YEARS IN A COUNCIL YEAR.

NEXT CALL FOR NOMINATION WILL GO OUT TO QUALIFIED IFLA MEMBERS IN OCTOBER 1990.

NOMINATIONS MUST BE RECEIVED BY MARCH 1 OF THE COUNCIL YEAR, NAMELY MARCH 1, 1991.

NUMBER OF PLACES TO BE FILLED EQUALS DIFFERENCE BETWEEN THE NUMBER OF PRESENT MEMBERS WHOSE TERM IS CONTINUING AND THE NUMBER OF PLACES (20).

ELECTIONS BY POSTAL BALLOT ARE ONLY HELD WHEN THE NUMBER OF NOMINEES EXCEEDS THE NUMBER OF PLACES.

IF A POSTAL BALLOT IS CONDUCTED, VOTING IS DONE BY THE SECTION MEMBERS WHO MAY VOTE FOR AS MANY CANDIDATES AS THERE ARE VACANCIES.

5. NOMINATING MEMBERS - QUALIFICATIONS

IFLA ASSOCIATION AND INSTITUTION MEMBERS TO BE QUALIFIED TO NOMINATE FOR STANDING COMMITTEE MEMBERSHIP MUST:

- BE A MEMBER OF THE SECTION CONCERNED;
- HAVE PAID DUES FOR THE YEAR IN WHICH THE ELECTION IS HELD.

EACH SECTION MEMBER CAN NOMINATE ONLY ONE CANDIDATE TO ITS STANDING COMMITTEE.

6. **CANDIDATES**

TO BE NOMINATED AND STAND FOR ELECTION TO A STANDING COMMITTEE A CANDIDATE:

- MUST BE WILLING TO ACCEPT NOMINATION;

- SHOULD HAVE A WORKING KNOWLEDGE OF AT LEAST ONE IFLA LANGUAGE (ENGLISH, FRENCH, GERMAN, RUSSIAN, SPANISH);

- SHOULD HAVE A REASONABLE EXPECTATION OF ATTENDING MEETINGS OF THE STANDING COMMITTEE WITHOUT COST TO IFLA;

- MUST BE NOMINATED BY A MINIMUM OF:

  ONE ASSOCIATION MEMBER
  OR
  TWO INSTITUTIONAL MEMBERS;

- MUST COMPLETE A STATEMENT NORMALLY ON THE IFLA NOMINATION FORM, WHICH:

  - INDICATES WILLINGNESS, LANGUAGE AND ATTENDANCE (SEE FIRST THREE ITEMS ABOVE);

    PROVIDES A STATEMENT OF QUALIFICATIONS AND PRESENT POSITION;

  - IS ACCOMPANIED BY AT LEAST ONE NOMINATION. (OTHER NOMINATIONS CAN BE SENT SEPARATELY).

THESE NOMINATION PAPERS MUST REACH IFLA BEFORE THE DEADLINE OF MARCH 1, 1991.

7. HOW TO SEEK NOMINATION

- CHOOSE AN IFLA SECTION WHICH INTERESTS YOU AND IN WHICH YOU HAVE EXPERIENCE AND EXPERTISE OR ONE IN WHICH YOU WISH TO DEVELOP KNOWLEDGE.

- GET A COPY OF A NOMINATION FORM FROM IFLA INSTITUTIONAL MEMBERS, YOUR NATIONAL ASSOCIATION, IFLA HQ.

- FIND OUT WHO IS QUALIFIED TO NOMINATE YOU TO THE SECTION (SEE IFLA DIRECTORY, ESPECIALLY UNDER YOUR COUNTRY IN LISTS OF ASSOCIATION AND INSTITUTIONAL MEMBERS). THESE LISTS INDICATE WHAT SECTION MEMBERS BELONG TO. THEY CAN BE CONSULTED AT THE CONFERENCE AT THE IFLA SECRETARIAT.

- CONTACT PROPOSED NOMINATORS AND ASK IF THEY WILL NOMINATE YOU.

- YOU MAY WANT TO CONTACT MEMBERS OF THE STANDING COMMITTEE OF THE SECTION OR ITS OFFICERS OR OTHER COLLEAGUES AND EXPLAIN THAT YOU ARE INTERESTED IN BECOMING A MEMBER OF THE STANDING COMMITTEE AND ASK FOR THEIR HELP IN FINDING NOMINATORS.

8. RESPONSIBILITIES OF STANDING COMMITTEES AND OFFICERS

- ACTIVELY SEEK OUT GOOD CANDIDATES (THOSE THAT ARE WILLING TO WORK FOR THE SECTION AND NOT JUST ATTEND MEETINGS) FOR THE STANDING COMMITTEE, APPROACH THEM AND ENCOURAGE THEM TO STAND.

- ENCOURAGE YOUNGER COLLEAGUES AND THOSE WHO ARE NEW TO IFLA TO STAND.

- HELP POTENTIAL CANDIDATES TO FIND NOMINATORS.

- SEEK A WIDE GEOGRAPHIC SPREAD OF CANDIDATES.

- DISCOURAGE MEMBERS WHO HAVE NOT ATTENDED MEETINGS OR WHO BEEN INACTIVE, FROM STANDING FOR RE-ELECTION SO THAT THE PLACE CAN BE TAKEN BY SOMEONE ELSE.

- SEEK GOOD CORRESPONDING MEMBERS PARTICULARLY FROM DEVELOPING COUNTRIES.

9. IFLA OFFICERS

SECTION STANDING COMMITTEES (ALL CONTINUING AND NEW MEMBERS) ELECT A CHAIR AND A SECRETARY.

OFFICERS SERVE A TERM OF 2 YEARS, WITH POSSIBILITY OF RE-ELECTION FOR A SECOND TERM OF 2 YEARS.

CHAIRS AND SECRETARIES OF STANDING COMMITTEES BECOME MEMBERS OF THEIR DIVISIONAL COORDINATING BOARD.

COORDINATING BOARDS ELECT A CHAIR AND A SECRETARY FOR A TERM OF 2 YEARS AND POSSIBILITY OF RE-ELECTION FOR A SECOND TERM OF 2 YEARS.

CHAIRS OF COORDINATING BOARDS MAKE UP THE PROFESSIONAL BOARD.

MEMBERS OF EACH NEW PROFESSIONAL BOARD ELECT A CHAIR FOR A TERM OF TWO YEARS FROM FORMER PROFESSIONAL BOARD MEMBERS WITH PRECEDENCE GOING TO OUTGOING MEMBERS.

9. IFLA OFFICERS (CONTINUED)

THE CHAIR OF THE PROFESSIONAL BOARD IS AN EX-OFFICIO MEMBER OF THE EXECUTIVE BOARD AND OF THE PROGRAMME MANAGEMENT COMMITTEE AND IS INVOLVED IN MANY COMMITTEES.

THIS POSSIBLE PROGRESSION FROM STANDING COMMITTEE MEMBER TO CHAIR OF THE PROFESSIONAL BOARD ENSURES INCREASING IFLA EXPERIENCE BUT IT ALSO LEADS TO INCREASING RESPONSIBILITY AND AN INCREASING WORKLOAD.

THEREFORE A LARGE, COMPETENT AND ACTIVE STANDING COMMITTEE IS VERY IMPORTANT TO ENSURE A POOL FROM WHICH IFLA OFFICERS AND LEADERS CAN BE CHOSEN.

10) CHARACTERISTICS OF A GOOD STANDING COMMITTEE MEMBER

- ABILITY TO ATTEND MEETINGS OR IN THE CASE OF A CORRESPONDING MEMBERS TO COMMENT ON AND CONTRIBUTE TO THE WORK OF THE STANDING COMMITTEE IN WRITING.

- A WILLINGNESS TO WORK FOR THE SECTION BETWEEN IFLA MEETINGS BY:

  - ACTING AS LEADER OR MEMBER OF A PROJECT TEAM;

  - PLANNING AND CONTRIBUTING TO CONFERENCE OPEN PROGRAMMES, WORKSHOPS AND SATELLITE MEETINGS;

  - DRAFTING AND EDITING PUBLICATIONS;

  - DEVELOPING GUIDELINES;

  - TAKING ON SPECIAL ASSIGNMENTS SUCH AS DRAFTING THE MTP;

  - WORKING WITH CORE PROGRAMMES ON JOINT PROJECTS;

10) **CHARACTERISTICS OF A GOOD STANDING COMMITTEE MEMBER (CONTINUED)**

- SERVING AS CHAIR, SECRETARY, FINANCIAL OFFICER OR LIAISON PERSON, OR WORKSHOP CHAIR FOR THE SECTION;

- WRITING AND/OR TRANSLATING ARTICLES AND PAPERS;

- PROMOTING IFLA AND ITS WORK, PROMULGATING STANDARDS.

MEMBERSHIP OF A STANDING COMMITTEE INVOLVES A COMMITMENT OF YOUR TIME BEYOND YOUR REGULAR WORK.

MEMBERSHIP OF A STANDING COMMITTEE HAS MANY REWARDS:

- MAKING INTERNATIONAL FRIENDS;

- CONTRIBUTING TO IFLA;

- PERSONAL, PROFESSIONAL AND LEADERSHIP DEVELOPMENT.

MEDIUM TERM PROGRAMME

PURPOSE

- BASIC PLANNING DOCUMENT WHICH SERVES AS:
  - AN INTERNAL REFERENCE TOOL
  - AN EXTERNAL SOURCE OF INFORMATION ON WORK OF IFLA

COVERAGE

- IFLA'S 4TH MTP FOR 1992-1997 (6 YEARS)

SCOPE

- TOTAL PROFESSIONAL PROGRAMME:
  - DIVISIONS
  - SECTIONS
  - ROUND TABLES
  - CORE PROGRAMMES

PROFESSIONAL TOPICS FOR CONSIDERATION FOR 1992-1997

- ADVANCEMENT OF LIBRARIANSHIP
- LIBRARIES AND THE INFORMATION MARKET
- PARTNERS ON THE INFORMATION SCENE
- ECONOMICS OF LIBRARIES
- LIBRARY COOPERATION AND RESOURCE SHARING
- LIBRARY STANDARDS: BIBLIOGRAPHIC AND INTERCONNECTION
- LIBRARY PROFESSION AND ASSOCIATIONS
- LIBRARIES AND THEIR USERS
- LIBRARIES AND LITERACY
- LIBRARIES AND CULTURE

PREPARATION OF MTPs - IMPORTANT CONSIDERATIONS

- COMPLETION OF VALID PROJECTS STILL UNDERWAY
- SENSE OF WHAT CAN REALISTICALLY BE ACCOMPLISHED IN 6 YEARS
- INCLUSION OF SOME OF THE PROFESSIONAL TOPICS
- CONCENTRATION ON SMALLER NUMBER OF ACTIVITIES
- PRIORITISING AND SCHEDULING
- DEVELOPMENT OF MAJOR PROJECTS FOR OUTSIDE FUNDING
- COMMUNICATION OF RESULTS

MTP FORMAT

1. NATURE AND PURPOSE

2. OBJECTIVES

3. GOALS FOR 1992-1997

4. WORK PLAN FOR 1992-1997

COMMUNICATION PLAN FOR MTPs

1. REPORT ON AND EVALUATION OF PREVIOUS MTP FOR 1986-1991

2. OPEN FORUM IN MOSCOW ON

   - RESULTS OF 1986-1991 MTP
   - HIGHLIGHTS OF NEW MTP FOR 1992-1997

3. PUBLICATION OF NEW MTP

MEDIUM TERM PROGRAMME - SCHEDULE FOR ACTION

1990

APRIL - MTP GUIDE APPROVED BY PB AND PMC

MAY - MTP GUIDE DISTRIBUTED TO OFFICERS FOR ACTION

MAY TO JULY - IFLA OFFICERS AND GROUPS:

- NAME PERSON TO REPORT ON 1986-1991 MTP
- NAME PERSON RESPONSIBLE FOR NEW MTP
- PREPARE FIRST DRAFT OF NEW MTP

AUGUST AT STOCKHOLM CONFERENCE:

- CBs SCs AND ADVISORY COMMITTEES DISCUSS FIRST DRAFT OF NEW MTP

SEPT. TO FEB - COMPLETE NEW MTP FOR 1992-1997

- COMPLETE REPORT ON MTP FOR 1986-1991

MEDIUM TERM PROGRAMME - SCHEDULE FOR ACTION

1991

FEB. TO MARCH - PRELIMINARY CHAPTERS OF NEW MTP DRAFTED

MARCH 1 - DEADLINE FOR

- FINAL DRAFT OF MTP 1992-1997 TO IFLA HQ
- REPORT ON 1986-1991 MTP TO IFLA HQ

APRIL 8-10 - MTP DOCUMENTS REVIEWED BY PB AND PMC COMMENTS BACK TO IFLA GROUPS

MAY TO JULY - NEW MTPs FINANALIZED

AUGUST AT MOSCOW CONFERENCE:

- OPEN FORUM OVERVIEW OF MTP FOR 1986-1991 AND HIGHLIGHTS OF NEW MTP FOR 1992-1997
- DIVISIONAL OPEN FORUMS REPORT IN MORE DETAIL
- SCs AND CBs APPROVE THEIR NEW MTP
- PB AND PMC FORMALLY APPROVE NEW MTPs

SEPTEMBER TO NOVEMBER - TEXT OF MTP EDITED

DECEMBER - TEXT READY FOR TRANSLATION AND PRINTING

164-OPENING-G

Ihre/ ~~Eure~~ Majestäten, Herr Minister, Ihre Exzellenzen, Herr Präsident, meine Damen und Herren.

Eine IFLA-Konferenz ist etwa wie ein riesiges Konzertstück, eine echte Symphonie der Tausenden, worin es eine Stimme für jedermann zu spielen oder zu singen gibt. Jede Sektion hat ihren Konzertmeister oder Stimmleiter und dazu eine Anzahl von tüchtigen Mitspielern. Wie bei der Uraufführung des Requiems von Berlioz gibt es nicht nur einen Dirigenten sonder auch mehrere Unterdirigenten, um die schönste Präsentation der komplizierten Komposition zu leisten. Die Partitur können Sie in dem umfangreichen Programm lesen. Vielleicht ziehen es einige von Ihnen vor, die kleine Studienpartitur, die Agenda genannt, zu verwenden.

Dort, jedoch können Sie den Reichtum an architektorischen Qualitäten der Komposition bewundern. Gerade jetzt sind wir in der Mitte eines feierlichen Intradasatzes, und noch mehrere andere Sätze werden folgen.

Sie kennen die Hauptthemata von früheren Aufführungen: das tiefbohrende UBCIM-Thema, das heitere UAP-Thema, das himmlische UDT-Thema und so weiter. Sie werden diese Themen exponiert, durchgeführt und wiederholt laut der Klassischen Muster geniessen.

Sie können auch ein paar Variationssätze erwarten, und natürlich wird das Ganze in einem strahlenden Freudenchor auslaufen.

Erst während des letzten Jahrzehnts haben die IFLA-Symphonien Mahlerische Proportionen angenommen. Die erste IFLA-Konferenz in Schweden - in Stockholm 1930 - war ein ziemlich anspruchsloses Kammermusikstück für eine sehr begrenzte Anzahl der Auftretenden. Auch die nächste schwedische Konferenz - in Lund-Malmö dreissig Jahre später - war eine recht überblickbare Veranstaltung von ungefär Beethoven-Format. Es ist doch interessant zu beobachten, dass schon bei diesen beiden Gelegenheiten viel von dem thematischen Material, das heutzutage dominiert, seine Form zu finden anfing.

Auch wenn die Themen also ziemlich wohlbekannt scheinen, müssen wir doch zugestehen, dass die Instrumentierung während der letzten Jahrzehnte sehr bereichert worden ist. Jetzt hört man im Orchester viele, für abendländische Ohren exotische Instrumente, die zu der Fülle und Vielfalt des gesamten Klanges in der schönsten Weise beigetragen haben. Es ist kein Wunder, dass sich dieses Jahr ein speziell schwedischer Ton in die Musik geschlichen hat. Mit nordischem Ernst lassen wir zitternde Töne von Information, Kenntniss und Wissen anklingen.

Wir wissen alle, dass künstlerische Erreignisse von dieser Grösse in diesen Tagen ohne Unterstützung von verschiedenen Seiten kaum möglich sind. Dieses Konferenzkonzert ist dabei keine Ausnahme. Staatliche Behörden, private Unternehmungen und das ganze schwedische Bibliotheckswesen sind sehr opferwillig gewesen, und wir sind dafür äusserst dankbar.

Wir, in der lokalen Konferenzorganisation, haben die Partitur und die Stimmen gedruckt, wir stellen die Notenpulte zur Verfügung und wir haben zugesehen, dass die nötigen Konzertsäle bereit sind. Also, maestro Präsident, erheben Sie den Taktstock um den Aufschlag zu geben.

Wir wünschen Ihnen allen, ob als Instrumentalist, Sänger oder nur als Zuhörer, eine gute Teilnahme an dem Prachtstück, das als die Stockholmer IFLA Symphonie die sechsundfünfzigste, bekannt werden wird.